DOCUMENT RESUME

ED 261 058 SP 026 585

AUTHOR Clumpner, Roy, Ed.
TITLE Physical Education Curriculum Guidelines, Grades K-12. Curriculum Development.
INSTITUTION Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
PUB DATE Jun 85
NOTE 170p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Course Content; Elementary Secondary Education; Life Satisfaction; *Physical Education; *Physical Fitness; *Psychomotor Skills; *Recreational Activities; Skill Development; Team Sports
IDENTIFIERS Washington

ABSTRACT

This curricular guide was designed to be used as a foundation for local school districts in their physical education programs. It is divided into three sections: elementary (K-5), middle school (6-8), and senior high school (9-12), currently the most popular divisions being employed in school districts throughout the state of Washington. Within each of these three sections, major areas (strands) of emphasis have been developed. For example, at the elementary level the major areas are: fitness, fundamental movements, rhythms, stunts-tumbling and gymnastics, lead-up sport skills and leisure-time activities. Within each of these strands of emphasis the reader will find suggested content. In addition, expected learning outcomes/competencies and instructional implications for teacher use are listed together with the applicable domain of learning, i.e., cognitive, psychomotor and affective. A bibliography is included with each section. (JD)

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Physical Education

CURRICULUM GUILDELINES

Grades K—12

SP 026585

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GUIDELINES FOR K-12 PHYSICAL EDUCATION
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June, 1985

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MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

As our society moves toward the twenty-first century there will be a great need for all citizens to become physically and mentally prepared for an increasingly technological age. With the advent of this technological age also comes an increasing amount of leisure time. It is incumbent upon our schools to prepare our students to meet the challenges of the future. To this end, the State Board of Education adopted in May 1983, increased graduation requirements and requested my agency to prepare curriculum guidelines to match the graduation requirements. The State Board also stipulated that the guidelines should reflect the desire to achieve excellence at all levels.

It is my hope that school districts will find the Physical Education Guidelines helpful as they strive to revise and complete Student Learning Objectives and engage in other program improvement efforts.

The implementation of the plan to develop the Physical Education Guidelines resulted in the involvement of many educators, from all levels throughout the state. Many hours have been given in order to reach agreement on these guidelines. I congratulate and wish to express my personal thanks to those persons whose names appear on the pages of this document for their excellent work in developing curriculum material that is relevant for today's students and leads towards the achievement of excellence in the physical education programs in our school system.

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ROLE OF THIS GUIDE

This curricular guide is designed to be used as a foundation for local school district programs. The contents must be adapted to local situations and dealt with in more specific terms at that level.

As demonstrated by this guide, students must be given sufficient breadth and depth of information and activity provided through a planned and balanced instructional progression based upon the needs and abilities of students at each grade level.

In order to make effective use of this guide it is suggested that attention be given to the statements dealing with philosophy, purpose and staffing. It is critical that all educators understand the nature and purpose of physical education as they enter into the development of a curriculum if resulting programs are to be successful.

How To Use This Guide

This guide is divided into three sections: elementary (K-6), middle school (6-8), and senior high school (9-12), currently the most popular divisions being employed in school districts throughout the state.

Within each of these three sections, major areas (strands) of emphasis have been developed. For example, at the elementary level the major areas are: fitness, fundamental movements, rhythms, stunts-tumbling and gymnastics, lead-up sport skills and leisure-time activities. Within each of these strands of emphasis the reader will find suggested content.

In addition, expected learning outcomes/competencies and instructional implications for teacher use are listed together with the applicable domain of learning, i.e. cognitive (Cog), psychomotor (Psy) and affective (Aff).

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STATEMENT OF PHILOSOPHY AND PURPOSE OF PHYSICAL EDUCATION

This guide is based on the belief that physical education, as an integral part of the total educational process, provides movement-centered and knowledge-based activities that focus on the intellectual, social, emotional and physical needs of students, enabling them to realize their fullest potential.

Therefore, the purpose of physical education is to provide a varied program of movement-centered instructional activities that allow individuals to enter adult life with the skills, knowledge and attitudes necessary to enjoy a physically active lifestyle.

ESSENTIAL COMPONENTS FOR A SUCCESSFUL CURRICULUM

Administrative Support and Responsibility

It is the expressed responsibility of school and district administrators to provide a quality program of physical education to all students as reflected in this guide. In order to accomplish this objective adequate staff, facilities and equipment must be provided and maintained. Attention must also be given to the areas of class size, which should be consistent with other subject areas of the curriculum, and the employment of individuals with various areas of expertise in order to provide quality programs in a wide breadth of activities. Administrators must also provide leadership, guidance and opportunities in the use of current educational techniques and programs in physical education.

A Professional Physical Education Staff

The professional staff member should have the qualifications expected of all teachers committed to excellence in education. Those teachers of physical education should possess at least a minor in physical education at each level of employment. In addition, physical educators should possess a sound knowledge of human growth and development, skill development and progression, and safety procedures, as well as a personal commitment to excellence in physical education.

Representative Involvement

The use of this guide by school districts, in developing a comprehensive physical education curriculum for their own locality, necessitates that the educational material reflect local needs. It should be a cooperative effort involving representative physical educators from all grade levels along with interested administrators and community members.

Educationally Sound Organization

The programming that curriculum committees employ must be educationally sound, sensitive to the needs of students and developed through a planned and progressive scope and sequence. A well designed organizational framework should encourage and facilitate the smooth and effective operation of each class period. Individual skills, therefore, should be taught and practiced at appropriate grade levels with review and continued refinement emphasized as skills develop from grade to grade.

The following are regarded as essential components of an educationally sound organization for physical education instruction:

1. Dress For Activity (High School-Middle School/Junior High)

   Time should be given for each student to dress appropriately for the specific activity.

2. Introductory Activity

   This is time spent to prepare the student safely for the vigorous activity to follow. These activities should include moderate stretching and slow movements.

3. Physical Fitness Developmental Activity

   This involves developing specific fitness activities as related to arm/shoulder girdle region, trunk region, legs and cardiorespiratory endurance. This component could be obtained in the lesson core. It is suggested that the fitness development activity be changed approximately every 3 weeks to allow for an increase in motivation and variation in targeted areas.

4. Lesson Core

   This is the central focus of the lesson whereby the teacher presents activities that contribute toward meeting the objectives of the total physical education program.

5. Closure--Cool Down

   Closure brings the lesson to a meaningful culmination. Cool down allows students time to relax before resuming their daily activity.

6. Shower (High School-Middle School/Junior High)

   Reasonable time should be set aside for the students to shower and dress in order to resume the day's activities.

Instructional Resources

Physical education should be treated equally with other subjects in the school curriculum regarding the provisioning of instructional resources. Given the nature of physical education as a "hands on" experience, manipulative materials need to be provided for each student. This reduces "wait" time and increases time "on task" which results in greater development.

Opportunities for Ongoing Professional Development

Comprehensive inservice programs must be funded for all teachers. A most effective means for schools/districts to upgrade the quality of physical education instruction is to support the involvement of teachers in the activities of the various physical education professional organizations: local, state, and national. Districts should encourage teachers to attend conferences/meetings of these organizations through the provision of release time and/or financial support. Attendance at conferences/meetings provides a degree of stimulation and motivation through exposure to new ideas presented be regionally and nationally recognized physical educators. It should be noted that subscribing to the publications of these organizations provides teachers with an abundance of instructional resources and useful instruction ideas. Districts should also provide for regular internal inservice training and support in physical education.

It should be noted that physical education teachers also have the personal responsibility to keep abreast of new developments in their profession continually by attending appropriate conferences and inservice training and by maintaining active membership in the professional physical education associations.

With ongoing inservice instruction and conference attendance by a professionally active staff, significant improvements in the instructional physical education programs may be expected.

Safety In Physical Education

Safety in physical education is promoted through proper program planning, competent leadership and suitable equipment and facilities that are maintained in a safe and usable condition. Activities should be undertaken with proper safety precautions and equipment should only be used when the instructor is assured of its' safe condition. The responsible teacher should take every necessary safety precaution for those physical education activities that carry a risk of injury.

Accurate On-Going Evaluation

Evaluation is an ongoing process that provides necessary feedback for students, parents and teachers. It is used to judge the success and effectiveness of defined goals and objectives, thereby improving instruction and learning. This in turn assists in meeting students' needs. Physical education evaluation should be commensurate with other subject areas in the curriculum and should objectively measure a student's knowledge, attitudes and performance.

Equal Opportunities For All Students

The physical education curriculum should be adjustable to all students, including special populations. Students should be allowed to succeed in an environment that expands rather than restricts their development. In some cases it may be necessary to develop a "special" class within the curriculum framework to allow for greater student success.

WASHINGTON STATE REGULATIONS AND REQUIREMENTS

REGARDING PHYSICAL EDUCATION

WAC 180-50-135 PHYSICAL EDUCATION--GRADE SCHOOL AND HIGH SCHOOL REQUIREMENT. (1) Grades 1-8. An average of at least twenty instructional minutes per day per year in physical education shall be required of all pupils in the common schools in the grade school (grades 1-8) program unless waived pursuant to RCW 28A.05.030.

(2) Grades 9-12. A one year course--i.e., 180 (50 minute) hours of instruction--or its equivalent shall be offered in physical education for each grade (grades 9-12) in the high school program. Pursuant to RCW 28A.05.040 and 28A.05.060, two credits in physical education also shall be required for high school graduation unless waived pursuant to RCW 28A.05.040.

WAC 180-51-060 MINIMUM SUBJECT AREAS FOR HIGH SCHOOL GRADUATION. The minimum subject areas and credits therein shall be: (Approved and adopted by the State Board of Education May 31, 1985 for students entering the 9th grade subsequent to July 1, 1985.)

SUBJECT		CREDIT
English		3
Mathematics		2
Science		2
Social Studies		2½
United States History and Government	1	
Washington State History and Government	½	
Contemporary World History, Geography, and Problems	1	
Occupational Education		1
Physical Education		2

The remainder of the eighteen minimum credits for high school graduation may be in elective subject areas, additional credits in required subjects or local requirements. As a general rule, one credit equals one year.

WAC 180-51-085 PHYSICAL EDUCATION REQUIREMENT--EXCUSE. The two credit physical education requirement shall be met by physical education courses. The content of courses shall be determined locally pursuant to WAC 180-51-025. Students shall be excused from physical education pursuant to RCW 28A.05.040. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts.

Regarding WAC 180-51-085 it is suggested by this committee that offerings such as first aid, effects on nutrition and drugs/alcohol use and abuse on physical performance, recreational safety, teaching assistant in physical education, or a science course dealing with muscle strength and development as it relates to physical training be used as an equivalency credit.

RCW 28A.05.040 PHYSICAL EDUCATION IN HIGH SCHOOLS. ...."Provided, That individual students may be excused on account of physical disability, employment or religious belief, or because of participation in directed athletics or military science and tactics or other good cause."

Co-ed Physical Education - House Bill 413 (Chapter 28A.85 RCW and Chapter 392-190 WAC)

In June of 1975 the Washington State Legislature passed House Bill 413 which explicitly prohibits discrimination on the basis of sex in the schools. "Specifically with respect to course offerings, all classes shall be required to be available to all students without regard to sex: Provided, That separation is permitted within any class during sessions on sex education or gym classes." (RCW 28A.85.020(4)). This proviso refers to separation within an individual instructor's class based upon the standards contained in the regulations for implementation in Chapter 392-190 WAC.

WAC 392-190-050(1) of the implementing regulations permits "the grouping of students in physical education classes and activities by demonstrated ability as assessed by objective standards of individual performance developed and applied without regard to sex." Further, WAC 392-190-050(2) permits the separation of students by sex within physical education classes or activities offered for students in grades 7 through 12 if (a) it can clearly be shown under factual circumstances involved in the particular case, that the maintenance of a separate physical education class (within a class to which students are assigned on a co-ed basis) or activity for boys and girls truly constitutes the best method of providing both sexes, as a whole, with equal opportunity to participate in such class or activity and (b) at the same time a test of substantial equality between the two classes or activities can be found to have been met".

Both Section 1 and Section 2 refer to groupings within an individual instructor's class to which, by law, students must be assigned on a co-ed basis. The exceptions in WAC 392-190-050(1) & (2) should not be lightly construed and classes are presumed to be sexually integrated. A school district carries a heavy burden of proving that a single sexually integrated class is harmful to members of one sex and that separation within a specific class truly constitutes the best method of instruction for both sexes while providing equal opportunity for participation and instruction to all students regardless of sex.

It must be remembered that the physical education requirement is treated differently in the administrative code from recreation and athletics.

Definition of Terms

Aerobic --activity requiring the blood to carry oxygen to the muscles.

Affective Outcomes --These objectives provide for the social and emotional development of the student. They deal with the individual's values, attitudes, interests, and appreciations. The student should learn to appreciate and value physical activity, skill development, and self-control. The student should also acquire positive attitudes toward cooperation, fair play, and sportsmanship.

Anaerobic --activity in which the participant performs to the point of oxygen debt.

Body Composition --ratio of lean body mass to fat body mass.

Body Fat --fat tissue vs. bone and muscle tissue.

Cardiorespiratory Endurance --The ability of the body system (particularly the heart, circulatory system and lungs) to maintain efficient functions during and after exercise.

Choreographic --movement to a pre-patterned activity.

Cognitive Outcomes --These objectives provide the student an opportunity to acquire knowledge of an activity by learning rules, techniques, strategies, and safety procedures. The student should develop an understanding of how the body moves, and learn the benefits of active, lifelong participation. As in Bloom's taxonomy of the Cognitive Domain, learning involves the ability to perceive, comprehend, apply, analyze, synthesize, and evaluate activities.

Combatives --Combatives are group and individual activities that emphasize individual competition and offer students the opportunity to match their strength and wits against others.

Competency --is indicated by demonstrated proficiency in the measured capabilities of the student to perform the given activity.

Cool-down --slowing down of body processes involving stretching at the culmination of strenuous activity.

Cutthroat --a method of play involving three players where two players play against one.

Dynamic Balance --The ability to maintain body position and equilibrium during movement.

Evaluation --an ongoing process which provides feedback. It is used to improve instruction and learning outcomes, and to judge the success and effectiveness of defined goals and objectives. This in turn assists in meeting students needs. As with all areas of education, evaluation is an important part of physical education.

Flexibility --The ability to move a particular joint through a range of motion.

Lead Up Activities --should provide the opportunity for students to practice basic sport skills in a game situation of lesser organization and technicality than the actual activity itself.

Lean Body Mass --bone and muscle tissue vs. fat tissue.

Learning Results --demonstrates the knowledge of and the ability to use the input given in an instructional area. They are composed of cognitive, affective and psychomotor domains.

Low Organized Game --an activity using little or no equipment and few rules and that focuses on fundamental movement.

Muscular Strength-Endurance --The ability of a muscle to exert force for a short duration and over an extended period of time. Physical activity utilizing strength nearly always involves groups of muscles and not single muscles.

Practice --time spent developing individual skills and teamwork necessary for perfecting skills.

Psychomotor Outcomes --These objectives provide the student an opportunity to develop specific motor skills. Through involvement in programs that involve muscular strength and endurance, cardiovascular endurance, flexibility, power, agility, speed, and coordination.

Static Balance --The ability to maintain body position and equilibrium while in a stationary position.

Student Learning Objective (SLO) --a pre-determined behavioral outcome of instruction stated in terms of student behaviors and capabilities.

Teaching Implications --the activity of the instructor that, when completed, results in the student attaining the desired outcome/ competencies.

Warm-up --gradual process of preparing the cardiorespiratory and muscular/ skeletal systems for activity.

ELEMENTARY PROGRAMS - GRADES K-5

CHARACTERISTICS OF ELEMENTARY AGE STUDENTS

The following characteristics are common among a large percentage of elementary school students. The development of any curriculum should be built around these developmental patterns.

GRADES K-3 (Primary)

1. Like to do things well and be admired for it.
2. Spurt of growth of muscle mass.
3. Gross movement skills becoming more refined.
4. Manipulative skills still unrefined but improving; will catch balls with body and arms more so than hands.
5. Imaginative, imitative, curious.
6. Very active, great deal of energy.
7. Short attention span.
8. Individualistic or egocentric.

GRADES 4-5 (Intermediate)

1. Like to do things well and be admired for it.
2. Steady growth; girls more rapidly than boys. Girls may show maturity characteristics.
3. Enjoy team and group activities. Competitive team spirit.
4. Sports interests.
5. Muscular coordination improving and skills are better.
6. Some interest in opposite sex. Some develop sex antagonisms.
7. More acceptance of self-responsibility.
8. Great desires to excel, both in skill and physical capacity.
9. Continue sportsmanship learning.
10. Posture problems can appear.

SUGGESTED YEARLY PERCENTAGES, GRADE LEVEL EMPHASIS
AND ELEMENTARY SCHOOL PHYSICAL EDUCATION STRANDS

STRANDS	K	1	2	3	4	5	6	
I. Fundamental Movements	45	45	45	35	25	15	10	%
II. Gymnastics, Stunts & Tumbling	20	20	20	15	15	15	20	%
III. Lead Up Sport Skills				20	30	35	40	%
IV. Leisure Time Activities				5	5	5	5	%
V. Physical Fitness	5	10	10	10	10	15	15	%
VI. Rhythms	30	25	25	15	15	15	10	%

Key:

C = Cognitive Domain Activities
P = Psychomotor Domain Activities
A = Affective Domain Activities

STRAND I

FUNDAMENTAL MOVEMENT

STRAND STATEMENT

Fundamental movement provides a base for complex movement patterns and comprises the following areas: locomotor, non-locomotor, hand-eye, foot-eye, balance and gross motor skills. Spatial and tactile awareness, directionality and laterality will be incorporated in basic movement.

This strand also includes activities that use small equipment for a variety of manipulative skills. These skills include the following movements: throwing, kicking, striking, catching, trapping, balancing, twirling and turning, which are used in various games and sports.

SUMMARY OF ACTIVITIES

Locomotor
Non-Locomotor
Hand-Eye
Foot-Eye
Balance
Gross Motor

SUGGESTED REFERENCES

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3. Children Moving: A Reflective Approach to Teaching Physical Education, Graham, George, Palo Alto, CA. Mayfield Pub. Co., 1980.

4. Dynamic Physical Education for Elementary School Children, Dauer/Pangruzi, Minn., Burgess, 1983.

5. Movement Experiences for Children, Schurr, Englewood Cliffs, NJ: Prentice-Hall Inc., 3rd Ed., 1980.

6. Physical Education for Elementary School Child, Kirchner, Wm. C. Brown Pub., Debuque, IA. 1984.

FUNDAMENTAL MOVEMENT

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Locomotor**	1a. The student understands locomotor skills as they relate to physical activity. (C)	1a. The teacher provides an opportunity for students to recognize the physical benefits of basic locomotor skills through demonstration and discussion.
	1b. The student performs and demonstrates proficiency in a variety of locomotor skills i.e.: crawling walking running jumping hopping galloping sliding skipping leaping dodging (P)	1b. The teacher provides maximum opportunities for students to participate and practice safely through a variety of activities and to apply skills in game situations e.g., a. slide as in basketball guarding. b. jump as in basketball rebounding. c. jog and leap as in track.
	1c. The student demonstrates a willingness to participate and cooperate with others in locomotor activities. (A)	1c. The teacher acknowledges the effort and achievement of students.
2. **Non-locomotor**	2a. The student understands non-locomotor skills as they relate to movement mechanics. (C)	2a. The teacher provides an opportunity for students to recognize the efficiency of movement through non-locomotor skills.
	2b. The student performs and demonstrates proficiency in a variety of non-locomotor skills i.e.: bending turning pushing rising twisting hanging climbing pulling lifting falling landing stretching swinging sway (P)	2b. The teacher provides opportunities to safely practice non-locomotor skills through a variety of activities.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
2. **Non-locomotor** (continued)	2c. The student demonstrates a willingness to participate and cooperate with others in locomotor activities. (A)	2c. The teacher acknowledges effort and achievement.
3. **Hand-Eye Coordination**	3a. The student understands appropriate techniques and concepts of hand-eye coordination skills. (C)	3a. The teacher provides information and demonstration on throwing, catching, volleying, dribbling, and striking using balls, beanbags, balloons, hoops, scarves, frisbees, jacks, clubs, hockey pucks, hockey sticks, bats, paddles, targets, racquets, tees, yo yo's, etc.
	3b. The student participates safely in practice activities and games, related to throwing, catching, volleying, dribbling, and striking. (P)	3b. The teacher provides maximum opportunities for students to participate and practice safely in drills, games, and activities utilizing the above apparatus and encourages "cooperative" group participation.
	3c. The students work cooperatively with each other and are willing to participate in various activities. (A)	3c. The teacher acknowledges effort and achievement of students willing to cooperate and participate with others in activity.
4. **Foot-Eye Coordination**	4a. The student understands the appropriate techniques of kicking, punting, and dribbling while using the feet to move an object. (C)	4a. The teacher provides information and demonstrations on kicking, punting, and dribbling using balls, launchers, hoops, targets, footbags, balloons, beanbags, tees, etc.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
4. **Foot-Eye Coordination** (continued)	4b. The student participates safely in practice activities and games related to foot-eye coordination skills. (P)	4b. The teacher provides maximum opportunities for students to participate and practice safely in drills, games, and activities utilizing above apparatus and encourages cooperative group participation using apparatus.
	4c. The students work cooperatively with each other and are willing to participate in various activities. (A)	4c. The teacher acknowledges effort and achievement.
5. **Balance** (Static/Dynamic)	5a. The student understands the appropriate and safe techniques of weight transference. (C)	5a. The teacher provides information and demonstration on weight transference using balance beams, balance bongo boards, unicycles, mats, rebounders, skateboards, scooter boards, etc.
	5b. The student participates safely in practice activities, games, and activities related to weight transference and gains an appropriate level of proficiency. (P)	5b. The teacher provides maximum opportunities for safe participation and practice in drills, games, and activities utilizing above apparatus.
	5c. The students work cooperatively with each other and are willing to participate in various activities. (A)	5c. The teacher acknowledges effort and achievement while encouraging cooperative group participation.
6. **Gross Motor**	6a. The student understands the appropriate and safe techniques for jumping, landing, hanging, rolling, travel, and other large muscle activities. (C)	6a. The teacher provides information and demonstration on jumping, landing, rolling, etc.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
6. **Gross Motor** (continued)	6b. The student participates safely in practice activities and games, related to gross motor skills and gains an appropriate level of proficiency. (P)	6b. The teacher provides maximum opportunities for safe participation and practice in drills, games, and activities utilizing above apparatus
	6c. The students work cooperatively with each other and are willing to participate in various activities. (A)	6c. The teacher acknowledges effort and achievement while encouraging cooperative group participation.

SAMPLE OF MANIPULATIVE APPARATUS

Use as a reference to spark new uses of equipment.

Balance Boards
Balloons
Balls (5", 7", 8½", 10" rubber, whiffle, foam, yarn, or specific sport)
Batons
Bats
Bean Bags
Bongo Boards
Bowling Balls & Pins
Cage/Earth Balls
Clubs
Cones
Cycles (uni-, bi-, tri-)
Deck Rings
Foam Shapes
Foot Bags
Foot Launchers
Frisbees (R)
Hoops (small or large)
Horse Shoes (yard darts)
Hurdles
Jacks
Jumping Boards
La Crosse Sticks
Limbo Stick
Lummi Sticks
Marbles
Mats (individual, tumbling, inclined, landing)
Medicine Balls
Paddle Balls (come-backs)
Paddles
Patikas
Pillow Polo Sticks
Pogo Sticks
Poi Balls
Punching Bags
Racquets
Rebounders
Ribbons
Ring Toss (Toss-ems)
Roller Skates
Ropes (individual jumping or tugging, long jumping or tugging, climbing, elastic)
Rubber Bases
Scoops
Scooters
Shuffleboard
Skate Boards
Targets (velcro & cut-outs)
Tees/Stands
Tinikling Sticks
Tumbling Forms
Tunnels and Crawl Throughs
Twisters
Wands
Yo Yos

ELEMENTARY SCOPE AND SEQUENCE

The general scope and sequence found after each activity illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. It is designed to denote the point where developmental phases blend into the more formal progression of complex physical skills.

Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Fundamental Movements

KEY
I Introduce
R Refine/Review
E Expand
O Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Locomotor Skills	I	R/E	R/E	R/E	R/E	R/E	R/E						
Non-locomotor Skills	I	R/E	R/E	R/E	R/E	R/E	R/E						
Gross Motor	I	R/E	R/E	R/E	R/E	R/E	R/E						
Hand-Eye	I	R/E	R/E	R/E	R/E	R/E	R/E						
Foot-Eye	I	R/E	R/E	R/E	R/E	R/E	R/E						
Balance	I	R/E	R/E	R/E	R/E	R/E	R/E						

STRAND II

GYMNASTICS/TUMBLING, STUNTS AND COMBATIVES

STRAND STATEMENT

Stunts and tumbling, gymnastics, and combatives involve controlled, safe movements in different physical environments where the body is inverted, rotated, turned, in flight, balanced, absorbing force, pushing and pulling.

Improved body awareness, balance, strength and power, overall fitness and cooperative group work are enhanced through stunts and tumbling, gymnastics and combatives.

SUMMARY OF ACTIVITIES

Animal Movements
Individual Stunts
Partner and group stunts
Tumbling
Balances
Gymnastics
Combatives

SUGGESTED REFERENCES

1. *Elementary School Gymnastics,* Bailie/Sam. 1969. St. Louis, ATL25., 1969.
2. *Dynamic Physical Education for Elementary School Child,* Dawer/Pangrazi. Minn. Burgess Athletic Equipment, 1983.
3. "Gymnastics Safety Manual", Publication - United States Gymnastics Safety Assoc., 424 C Street N.E., Capitol Hill, Washington D.C., 20002.
4. *Head Over Heels,* Drehman/Veral, NY. Harper and Row, 1970.
5. *Rope Skipping -- Rhythms, Routines and Rhymes,* Smith, Paul. 1969. Freeport, NY. Educational Activities.

GYMNASTICS/TUMBLING STUNTS AND COMBATIVES

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Animal Movements**	1a. The student understands what the animal movements are and how they relate to fitness and efficient movement. (C)	1a. The teacher provides explanation, discussion and demonstration of the purpose and value of the animal movements.
	1b. The student demonstrates proficiency in a variety of animal movements, e.g., puppy dog run bear walk crab walk seal crawl (P)	1b. The teacher demonstrates a variety of animal movements and provides opportunities to participate safely in activities using animal movements.
	1c. The student demonstrates a willingness to participate and cooperate with others. (A)	1c. The teacher encourages participation with quality, acknowledges effort, achievement and cooperation.
2. **Individual Stunts**	2a. The student understands the correct terminology and proper body mechanics and the safety principals of the individual stunts. (C)	2a. The teacher provides through demonstration and discussion an opportunity for students to recognize and understand the basic terminology and activities involved in individual stunts.
	2b. The student demonstrates proficiency in a variety of individual stunts, e.g., turk stand coffee grinder egg roll (P)	2b. The teacher provides maximum opportunities to participate in and practice a variety of individual stunts safely.
	2c. The student demonstrates a willingness to participate and cooperate with others. (A)	2c. The teacher encourages participation with quality, acknowledges effort, achievement and cooperation.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
3. **Partner & Group**	3a. The student understands the correct terminology, proper body mechanics and safety principals involved in partner and group stunts. (C)	3a. The teacher provides through demonstration and discussion an opportunity for students to recognize and understand the basic terminology and activities involved in partner and group stunts.
	3b. The student safely executes a variety of partner and group stunts, e.g., eskimo roll pyramids angel balance lap sit (P)	3b. The teacher provides a variety of demonstration in partner and group stunts and provides maximum opportunities to participate and practice activities safely.
	3b. The student demonstrates a willingness to participate and cooperate with others. (A)	3c. The teacher encourages quality participation and acknowledges effort, achievement and cooperation.
4. **Tumbling**	4a. The student understands the correct terminology, body mechanics and the safety principals involved in fundamental tumbling skills. (C)	4a. The teacher provides through demonstration and discussion an opportunity for students to recognize and understand the basic terminology and activities involved in fundamental tumbling.
	4b. The student safely executes a basic progression of tumbling skills such as rolls, turns, jumps, springs. (P)	4b. The teacher provides maximum opportunities for students to participate and practice safely in various fundamental tumbling skills and progressions.
	4c. The student demonstrates a willingness to participate and cooperate with others. (A)	4c. The teacher encourages quality participation and acknowledges effort, achievement and cooperation.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
5. **Balances**	5a. The student understands the correct terminology, safety principals and proper body mechanics of static and dynamic balances. (C)	5a. The teacher provides through demonstration and discussion an opportunity for students to recognize and understand the basic terminology and activities involved in static and dynamic balances.
	5b. The student will be able to execute a variety of fundamental balances safely and at an appropriate level of proficiency both with and without the use of a balance beam, e.g., V up scale headstand and handstand variations (P)	5b. The teacher provides maximum opportunities for students to create and perform routines and provides demonstrations of activities and provides maximum opportunities to participate and practice safely in a variety of balance activities.
	5c. The student demonstrates a willingness to participate and cooperate with others. (A)	5c. The teacher encourages quality participation and acknowledges effort, achievement and cooperation.
6. **Gymnastics (Large Apparatus)**	6a. The student demonstrates an understanding of safety procedures, spotting techniques, rules and terminology. (C)	6a. The teacher provides information and demonstration regarding safety and spotting procedures, terminology, rules and activities required for safe participation in gymnastics.
	6b. The student safely executes a variety of movements and shows the ability to combine movements on: i.e. ropes, balance beam, vaulting box, horizontal bar, climbing frame, mats. (P)	6b. The teacher provides maximum opportunity for students to participate and practice safely in fundamental gymnastic activities on a variety of apparatus, e.g., ropes, balance beam vaulting box, horizontal bar, climbing frame, mats.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
6. **Gymnastics (Large Apparatus)** (continued)	6c. The student demonstrates a willingness to participate and cooperate with others. (A)	6c. The teacher encourages quality participation and acknowledges effort and achievement.
7. **Combatives (Individual Contests)**	7a. The student understands and demonstrates starting, neutral, equal position, strategies for success and rules and safety factors necessary for participation. (C)	7a. The teacher provides information and demonstration regarding safety, strategies and techniques for successful participation in combative activities.
	7b. The student will safely execute a variety of combative activities, e.g., Hand wrestle Leg wrestle Bottoms up Bulldozer Chinese pull-up Tug of war (P)	7b. The teacher provides maximum opportunities for all students to participate and practice safely and achieve proficiency in a variety of fundamental combative activities.
	7c. The student demonstrates a willingness to participate and cooperate with others. (A)	7c. The teacher encourages quality participation and acknowledges effort, achievement and cooperation.

ELEMENTARY SCOPE AND SEQUENCE

The general scope and sequence found after each activity illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. It is designed to denote the point where developmental phases blend into the more formal progression of complex physical skills.

Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Stunts and Tumbling, Gymnastics And Combatives

KEY	
I	Introduce
R	Refine/Review
E	Expand
O	Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Animal Movement	I	R	E	E									
Individual Stunts	I	R/E	R/E	R/E	R/E	R/E	R/E						
Dual Stunts	I	R	E	E	E	E	E						
Group Stunts			I	R	E	E	E						
Tumbling	I	R/E	R/E	R/E	R/E	R/E	R/E						
Balances	I	R/E	R/E	R/E	R/E	R/E	R/E						
Gymnastics	I	R/E	R/E	R/E	R/E	R/E	R/E						
Combatives	I	R/E	R/E	R/E	R/E	R/E	R/E						

STRAND III

LEAD UP SPORT SKILLS--TEAM, INDIVIDUAL & DUAL

STRAND STATEMENT

The purpose of lead-up sports is to integrate individual skills and strategies into individual, dual, and team games or activities that progressively lead to the actual sport (rules, strategies, and skills).

SUMMARY OF ACTIVITIES

Soccer
Softball
Football
Basketball
Volleyball
Hockey
Track & Field

SUGGESTED REFERENCES

1. AAHPERD Sports Safety, Reston, Virginia, 1971.

2. Dynamic Physical Education for Elementary School Child, Dauer/Pangrazi, Minn., Burgess, 1983.

3. Lead-Up Games To Team Sports, Blake, Prentice Hall, Inc., Englewood Cliffs, NJ, 1964.

4. Sports Skills: A Conceptual Approach to Meaningful Movements, Scidel, Byles, Figley, Neuman, Wm. C. Brown, 1978.

5. Sports Skills For Boys and Girls, Humphrey, James H. and Joy N., Springfield, IL, Charles C. Thomas, 1980.

LEAD UP SPORT SKILLS--TEAM, INDIVIDUAL & DUAL

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Football**	1a. The student understands basic safety rules, techniques, and strategies, how to center, pass, catch, kick, and carry, and how to practice for improvement. (C)	1a. The teacher provides information and clarification of rules and strategies and for the demonstration of techniques and strategies.
	1b. The student practices and demonstrates proficiency in skill drills, activities, and lead-up games involving fundamental football skills. (P)	1b. The teacher provides maximum opportunities for safe participation and practice in skill drills, activities, and lead-up games using nerf and junior size footballs.
	1c. The student shows a willingness to participate, and cooperate with others. (A)	1c. The teacher encourages participation, teamwork, and sportsmanship in all activities and games and acknowledges effort, achievement and cooperation.
2. **Volleyball**	2a. The student knows basic safety rules, techniques, and strategies, how to pass, set, dig, bump, and serve, and how to practice for improvement. (C)	2a. The teacher provides information, clarification of rules, and strategies and for the demonstration of techniques and strategies.
	2b. The student practices and demonstrates proficiency in selected skill drills, activities, and lead-up games involving basic fundamental volleyball skills. (P)	2b. The teacher provides opportunities for safe participation and practice in skill drills, activities, and lead-up games using beachballs, ballons and volleyballs.
	2c. The student shows a willingness to participate in activities and cooperates with others. (A)	2c. The teacher encourages participation, teamwork, safety, sportsmanship in all activities and related games and acknowledges effort, achievement and cooperation.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
3. **Basketball**	3a. The student understands fundamental safety, rules, techniques, strategies, how to stop, dribble, pass, pivot, catch, shoot, rebound, basic offense and defense. (C)	3a. The teacher provides information and clarification of rules and strategies and for the demonstration of techniques and strategies.
	3b. The student practices and demonstrates proficiency in skill drills, activities, and lead-up games involving fundamental skills at an appropriate level. (P)	3b. The teacher provides opportunities for safe participation and practice in skill drills, activities, and lead-up games.
	3c. The student shows a willingness to participate and cooperate with others. (A)	3c. The teacher encourages participation, teamwork, sportsmanship, and safety in all activities and acknowledges effort, achievement and cooperation.
4. **Floor Hockey**	4a. The student understands basic safety, rules, strategies and how to dribble the puck, pass, field, defend, and shoot. (C)	4a. The teacher provides information and clarification of rules and strategies and provides for the demonstration of techniques and strategies.
	4b. The student practices and demonstrates a proficiency in skill drills, activities, and lead-up games involving fundamental skills and knowledge at an appropriate level. (P)	4b. The teacher provides maximum opportunities for safe participation and practice in skill drills, activities, and lead-up games.
	4c. The student shows a willingness to participate and cooperate with others. (A)	4c. The teacher encourages participation, teamwork, sportsmanship, and safety in all activities and acknowledges effort, achievement and cooperation.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
5. **Soccer**	5a. The student understands the basic safety, rules, techniques, strategies and how to punt, throw in, shoot for a goal, goal tend, dribble, pass, kick, head, trap, and tackle. (C)	5a. The teacher provides information and clarification of rules and strategies and for the demonstration of techniques and strategies.
	5b. The student practices and demonstrates a proficiency fundamental skill drills, activities, and lead-up games using basic skills and knowledge. (P)	5b. The teacher provides maximum opportunities for safe participation and practice in skill drills, activities, and lead-up games.
	5c. The student shows a willingness to participate and cooperate with others. (A)	5c. The teacher encourages participation, teamwork, safety, and sportsmanship in all activities and acknowledges effort, achievement and cooperation.
6. **Softball**	6a. The student understands the basic safety, rules, techniques, positioning and how to pitch, run bases, throw and catch (with and without a glove), bat field, and play all the positions. (C)	6a. The teacher provides information and clarification of rules and strategies and for the demonstration of techniques, and strategies.
	6b. The student practices and demonstrates a proficiency in fundamental skill drills, activities, and lead-up games at an appropriate level while applying skills and knowledge. (P)	6b. The teacher provides maximum opportunities for safe participation and practice in skill drills, activities, and lead-up games.
	6c. The student shows a willingness to participate and cooperates with others. (A)	6c. The teacher encourages participation, teamwork, sportsmanship, and safety in all activities and acknowledges effort, achievement and cooperation.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
7. **Track and Field**	7a. The student understands basic safety rules, techniques, and proper form of track and field events: sprints, distance runs, relays and jumping (throwing events are optional depending on safety considerations). (C)	7a. The teacher provides information and clarification of rules, strategies and provides for demonstrations at an appropriate level.
	7b. The student practices and demonstrates a proficiency in skill drills and activities, involving the fundamental track and field events (sprints--50, 75, 100 meters, middle distance--400, 800, 1500 meters, jumping events--long jump, triple jump, high jump (with appropriate landing areas)). (P)	7b. The teacher provides for maximum participation and practice in all appropriate events and skill drills.
	7c. The student shows a willingness to participate and cooperate with others. (A)	7c. The teacher encourages safety, participation, teamwork, and sportsmanship in all activities and acknowledges effort, achievement and cooperation.
8. **Additional Activities** --Lacrosse --Team Handball --Hocker --Speedball --Ultimate Frisbee (R)	8a. The student understands basic safety, rules, techniques and strategies of the activities and the basic skills of the activities. (C)	8a. The teacher provides information, clarification of rules, strategies and for demonstration of techniques and strategies.
	8b. The student practices and demonstrates a proficiency in fundamental skill drills, activities, and lead-up games at an appropriate level while applying skills and knowledge. (P)	8b. The teacher provides maximum opportunities for safe participation and practice in skill drills, activities, and lead-up games.
	8c. The student shows a willingness to participate and cooperates with others. (A)	8c. The teacher encourages participation, teamwork, safety, and sportsmanship in all activities and acknowledges effort, achievement and cooperation.

ELEMENTARY SCOPE AND SEQUENCE

The general scope and sequence found after each activity illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. It is designed to denote the point where developmental phases blend into the more formal progression of complex physical skills.

Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Lead-up Sport Skills - Team
Individual, and Dual

KEY
I Introduce
R Refine/Review
E Expand
O Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Football					I	R/E	R/E						
Volleyball					I	R/E	R/E						
Basketball					I	R/E	R/E						
Hockey					I	R/E	R/E						
Soccer				I	R/E	R/E	R/E						
Softball				I	R/E	R/E	R/E						
Track and Field			I	R/E	R/E	R/E	R/E						

STRAND IV

LEISURE TIME ACTIVITIES

STRAND STATEMENT

This strand includes those leisure time activities in which one can participate individually, in pairs, or in groups.

The purpose of this strand is to provide opportunities for students to meet their physical and emotional needs by participating in activities that develop the abilities, skills, concepts and appreciation necessary to enjoy a wide variety of leisure time activities throughout life.

SUMMARY OF ACTIVITIES

Choice of activities are dependent upon equipment, facilities and appropriateness, etc. (see following page).

SUGGESTED REFERENCES

1. A Conceptual Approach To Meaningful Movement, Seidel/Biles/Figley/Neuman, Sports Skills, Dubuque, Iowa, Wm. C. Brown Co. Pub., 1975.
2. Dynamic Physical Education for the Elementary School Child, Dauer/Pangrazi, 7th Ed., 1983.
3. Physical Education for Elementary School Children, Kirchner, Glenn, 6th Ed., 1984.
4. Alternative Sports and Games, Turner and Turner, Peek, Palo Alto, CA, 1984.
5. Awesome Elementary School Physical Education, Carnes, Carmichael, Cliff Barnes, CA, 1983.

LEISURE TIME ACTIVITIES

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Individual/ Dual Activities** --4 Square --Aquatics --Archery --Badminton --Bowling --Camping --Croquet --Cross Country Running --Cross Country Skiing --Cycling --Deck tennis --Fishing --Foot Bag --Frisbee (R) --Golf --Handball/ Racquet/Paddle --Hopscotch --Horse Shoes --Jacks --Juggling --Jump rope --Marbles --Orienteering --Par Course --Pickleball --Shuffleboard --Skating-Ice, Roller --Table tennis --Tetherball	1a. The student understands the terminology, strategies, rules, proper use and storage of equipment, and the basic skills of the activity. (C)	1a. The teacher provides information on rules, history and safety and demonstrates basic techniques.
	1b. The student practices and demonstrates a proficiency in skill drills, activities, and game play. (P)	1b. The teacher provides maximum opportunity to participate and practice safely skill drills, activities, and game play.
	1c. The student shows a willingness to participate in activities and cooperates with others. (A)	1c. The teacher encourages teamwork, sportsmanship, and individual excellence and acknowledges effort, achievement and cooperation.

ELEMENTARY SCOPE AND SEQUENCE

The general scope and sequence found after each activity illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. It is designed to denote the point where developmental phases blend into the more formal progression of complex physical skills.

Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Leisure Time Activities

KEY
I = Introduce
R = Refine/Review
E = Expand
0 = Optional

Suggested Activities

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
4-Square			0	0	0	0	0						
Aquatics		0	0	0	0	0	0						
Archery							0						
Badminton					0	0	0						
Bowling						0	0						
Camping					0	0	0						
Croquet			0	0	0	0	0						
Cross Country Running, Skiing				0	0	0	0						
Cycling	0	0	0	0	0	0	0						
Deck Tennis				0	0	0	0						
Fishing					0	0	0						
Foot Bag					0	0	0						
Frisbee	0	0	0	0	0	0	0						

STRAND: Leisure Time Activities

KEY
I = Introduce
R = Refine/Review
E = Expand
0 = Optional

Suggested Activities (continued)

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Golf				0	0	0	0						
Handball/Racquet/Paddle				0	0	0	0						
Hop Scotch	0	0	0										
Horse Shoes				0	0	0	0						
Jacks			0	0	0	0	0						
Juggling			0	0	0	0	0						
Jump Rope	0	0	0	0	0	0	0						
Marbles			0	0	0	0	0						
Orienteering					0	0	0						
Par Course		0	0	0	0	0	0						
Pickleball						0	0						
Shuffleboard				0	0	0	0						
Skating	0	0	0	0	0	0	0						
Table Tennis					0	0	0						
Tetherball			0	0	0	0	0						

STRAND V

PHYSICAL FITNESS

STRAND STATEMENT

Physical fitness consists of cardiovascular/cardiorespiratory endurance, flexibility, muscular strength and endurance, and body composition. The physical fitness strand provides insights into the systems and functions of the body and how they are affected by movement and exercise. Physical fitness promotes better body functioning to increase energy and aid performance in daily activities. It prepares one to cope better with many types of emergencies as well as serving as an outlet for the release of tension and emotion while promoting relaxation. Physical fitness makes one less susceptible to degenerative diseases (cardiovascular disease, etc.) and aids in postponing and reducing deteriorations that accompany aging. Physical fitness improves physical appearance, aids in maintaining proper weight, helps maintain proper posture, contributes to maintain joint mobility, and helps one to feel better.

Physical fitness makes a significant contribution to the total well-being of all students. Therefore, this program should be integrated into the physical education curriculum and not be taught only as an isolated unit of instruction.

SUMMARY OF ACTIVITIES

Cardiovascular/cardiorespiratory endurance
Flexibility
Muscular strength and endurance
Body composition

SUGGESTED REFERENCES

1. AAHPERD Health Related Fitness Test Manual, AAHPERD. Reston, Va.: AAHPERD, 1980.
2. Dynamic Physical Education for Elementary School Children, Dauer/Pangrazi. Minn., Burgess, 1983.
3. Fit or Fat, Bailey, Covert. Houghton Mifflin, 1978 and 1983.
4. The Aerobics Way, Cooper, Kenneth H., MD. New York: Bantam Books, 1977.
5. Fit To Be You, Walt Disney, Educational Media Corp., Burbank, California, 1981.

PHYSICAL FITNESS

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Cardiovascular/ Cardiorespiratory Endurance**	1a. The student understands cardiovascular/cardiorespiratory endurance and the relationship to physical fitness. (C)	1a. The teacher provides appropriate information on cardiovascular/ cardiorespiratory endurance and its relationship to total physical fitness and healthy lifestyles.
	1b. The student demonstrates an increase in cardiovascular/ cardiorespiratory endurance over a period of time as measured by timed or a measured distance run. (P)	1b. The teacher provides an opportunity to participate safely in a variety of cardiovascular/cardiorespiratory endurance activities to increase cardiovascular/cardiorespiratory endurance e.g., jogging, walking, aerobics and discusses the relationship of endurance to physical fitness.
	1c. The student is a willing participant in cardiovascular/cardiorespiratory endurance activities. (A)	1c. The teacher provides encouragement to participate in a variety of cardiovascular/cardiorespiratory endurance activities and praises effort and success.
2. **Flexibility**	2a. The student understands how to improve flexibility and its relationship to physical fitness. (C)	2a. The teacher provides information on flexibility, how to improve it, and its relationship to total physical fitness.
	2b. The student demonstrates an increase in flexibility as measured by periodic flexibility assessment--sit and reach test. (P)	2b. The teacher provides a maximum of safe flexibility activities to increase student flexibility, e.g., quad stretch, hip stretch, lateral stretch, heel cord stretch, side stretch.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
2. **Flexibility** (continued)	2c. The student is a willing participant in flexibility activities and shows a commitment to increase flexibility. (A)	2c. The teacher provides an opportunity to participate safely in a variety of flexibility activities and encourages individual improvement and success, e.g., sit and reach, runners stretch.
3. **Muscular Strength and Endurance**	3a. The student understands muscular strength, and endurance, isotonic, isometric and isokinetic activities and its relationship to physical fitness. (C)	3a. The teacher provides information and definitions of muscular strength/endurance, isotonic/isometric/isokinetic activities and their relationship to physical fitness.
	3b. The student demonstrates an increase in muscular strength and endurance over a period of time and is measured by an objective standard pre-post test, e.g., bar hang, pull up, chin up. (P)	3b. The teacher provides maximum opportunities to participate and practice safely in a variety of activities to increase muscular strength and endurance, e.g., push ups, wall sits, etc.
	3c. The student is a willing participant in muscular strength and endurance activities and cooperates and encourages others. (A)	3c. The teacher provides an opportunity to participate in a variety of muscular strength and endurance activities and encourages success and personal improvement.
4. **Body Composition**	4a. The student understands that the percent of body fat is an element that directly correlates to the level of physical fitness, and how to change body composition. (C)	4a. The teacher provides a definition and information on body composition, e.g., nutrition, energy expenditure, and it's relationship to physical fitness.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
4. Body Composition (continued)	4b. The student demonstrates an improvement in body composition over a period of time as assessed by skin fold measurements. (P)	4b. The teacher provides a maximum of opportunities to participate and practice safely in a variety of activities to improve/maintain body composition while applying knowledge of nutrition and diet fundamentals, e.g., food diary, jogging, racquetball, swimming.
	4c. The student is a willing participant in activities to improve body composition. (A)	4c. The teacher provides encouragement and praise for effort and success to individual students.

ELEMENTARY SCOPE AND SEQUENCE

The general scope and sequence found after each activity illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. It is designed to denote the point where developmental phases blend into the more formal progression of complex physical skills.

Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Physical Fitness

KEY	
I	Introduce
R	Refine/Review
E	Expand
O	Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Cardiovascular/ Respiratory Endurance	I	R/E	R/E	R/E	R/E	R/E	R/E						
Muscular Strength Endurance	I	R/E	R/E	R/E	R/E	R/E	R/E						
Flexibility	I	R/E	R/E	R/E	R/E	R/E	R/E						
Body Composition	I	R/E	R/E	R/E	R/E	R/E	R/E						

STRAND VI

RHYTHMS

STRAND STATEMENT

Rhythmics enhance movement fluency through a musical beat. The consistency of the beat provides children the opportunity to hear and feel rhythm patterns.

Rhythmic activities can increase fitness, provide cultural awareness and develop social skills through stimulation of interest and enjoyment of movement.

SUMMARY OF ACTIVITIES

Creative Rhythms
Singing games and Dances
Square/Contra Dances
Folk Dances
Fad/Popular Dances

SUGGESTED REFERENCES

1. Dance Awhile, Harris/Pittman/Waller. Minn. Burgess., 1969.
2. First Steps In Teaching Creative Dance, Joyce. Palo Alto, CA. Mayfield Pub. Co., 1973.
3. Creative Rhythmic Movement, Fleming. NJ. Prentice-Hall, Inc., 1976.

RHYTHMS

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Creative Rhythms**	1a. The student understands the various creative movements and rhythmical patterns. (C)	1a. The teacher provides information and encouragement to stimulate creative movement.
	1b. The student demonstrates proficiency in rhythmical games and activities and self expression through the use of creative rhythms. (P)	1b. The teacher provides maximum opportunities for participation and practice in a variety of rhythmic movements.
	1c. The student demonstrates a willingness to participate and cooperate with others while employing the simple courtesies as necessary for successful dance participation. (A)	1c. The teacher acknowledges effort, achievement and cooperation of individual students.
2. **Singing Games**	2a. The student understands the rhythmic patterns of the singing games. (C)	2a. The teacher provides information and demonstration for the singing games.
	2b. The student demonstrates proficiency in the basic dance steps involved in singing games, e.g., Bingo, Farmer in the Dell, Shoemakers Dance. (P)	2b. The teacher provides music and demonstration that encourage interpretative skills through body movement in sequence.
	2c. The student demonstrates a willingness to participate in singing games. The student will learn and employ the simple courtesies as necessary for successful dance participation. (A)	2c. The teacher acknowledges effort, achievement and cooperation of individual students.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
3. **Square/Contra (Line) Dances**	3a. The student understands the origin and basic steps of the various dances. (C)	3a. The teacher provides background information and demonstrates formations and sequences of steps to music.
	3b. The student performs the basic square/contra and line dance steps in sequence to the music, e.g., Virginia Reel, Oh Susanna, Oh Johnny. (P)	3b. The teacher provides music, direction, and maximum opportunity to participate and practice safely.
	3c. The student demonstrates a willingness to participate in the various dances and employs the simple courtesies as necessary for successful dance participation. (A)	3c. The teacher acknowledges effort, achievement and cooperation of individual students.
4. **Folk Dances**	4a. The student understands the ethnic origins and fundamental movements of the dances taught. (C)	4a. The teacher provides background information and demonstrations for each dance.
	4b. The student performs the basic dance steps in sequence to the music, e.g., Sicilian Circle, Hora, Tantoli, Crested Hen, Tinikling. (P)	4b. The teacher provides maximum opportunities for practice and participation in various folk dances.
	4c. The student willingly participates in folk dance activity while employing courtesies as necessary for successful dance participation. (A)	4c. The teacher acknowledges effort, achievement and cooperation of individual students.
5. **Fad/Popular Dances**	5a. The student understands the definition of a fad dance. (C)	5a. The teacher provides information on a variety of fad/popular dances.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
5. **Fad/Popular Dances** (continued)	5b. The student has an opportunity to perform a variety of fad/popular dances, e.g., Twist, Funky Chicken, Break Dancing. (P)	5b. The teacher provides music, direction and maximum opportunity to participate and practice safely.
	5c. The student willingly participates in fad/popular dances and employs the simple courtesies as necessary for successful dance participation. (A)	5c. The teacher acknowledges effort, achievement and cooperation of individual students.

ELEMENTARY SCOPE AND SEQUENCE

The general scope and sequence found after each activity illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. It is designed to denote the point where developmental phases blend into the more formal progression of complex physical skills.

Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Rhythms

KEY
I Introduce
R Refine/Review
E Expand
O Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Creative Rhythms	I	E	E	E	E	E	E						
Singing Games	I	E	E	E									
Folk Dances	I	I	R/E	R/E	R/E	R/E	R/E						
Square/Contra Dances	I	I	I	I	R/E	R/E	R/E						
Fad/Pop Dances	O	O	O	O	O	O	O						

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JUNIOR HIGH/MIDDLE SCHOOL PROGRAMS - GRADES 6-8

CHARACTERISTICS OF MIDDLE SCHOOL/JUNIOR HIGH STUDENTS

The following characteristics are common among a large percentage of middle school/junior high students. The development of any sound curriculum should be constructed around these developmental patterns.

1. Are ready for new ideas and learning experiences.
2. Seek independence and are ready to accept responsibility at their individual maturity levels.
3. Have a great desire to gain approval of peers, which at times may be greater than gaining adult approval.
4. Are in the progress of taking a critical look at themselves and are establishing a direction in their lives.
5. Are quick to understand concepts, but are less willing to remain in the role of a learner.
6. Have a wide range of developmental and maturity levels within each class.

Suggested Yearly Percentages of Grade Level

Emphasis by Strand

STRANDS	6th	7th	8th	
I. Fundamental Movements	5	1	1	%
II. Gymnastics	10	10	10	%
III. Leisure Activities	5	10	10	%
IV. Physical Fitness	15	15	15	%
V. Rhythms	10	5	5	%
VI. Small Apparatus	15	9	9	%
VII. Sports Skills				
Individual	20	25	25	%
Team	20	25	25	%

Key:

C = Cognitive Domain Activities
P = Psychomotor Domain Activities
A = Affective Domain Activities

STRAND I

FUNDAMENTAL MOVEMENT

STRAND STATEMENT

The fundamental movement strand provides the opportunity for the student to learn to manage his/her body while participating in a wide variety of movement experiences. Through locomotor activities (walking, running, jumping, etc.) and non-locomotor activities (stretching, turning, bending, etc.) students will learn to move with ease, improve coordination, develop movement fluency and improve posture and body mechanics. In addition students will understand fundamental movement principles such as absorption of force and center of gravity. These fundamental movement activities serve as a foundation for more complicated movement patterns such as sports and dance skills.

SUMMARY OF ACTIVITIES

If the student is unable to demonstrate proficiency with skills at this level, refer to the Elementary School Guidelines for fundamental skill progressions.

Locomotor
Non Locomotor

SUGGESTED REFERENCES

Dynamic Physical Education for Elementary School Children, Dauer, Victor. 7th Edition, Minneapolis, Burgess Publishing Co. 1983.

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FUNDAMENTAL MOVEMENT

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Locomotor** **walking** **running** **skipping** **jumping** **hopping** **sliding** **galloping** **leaping**	1a. The student understands the role and use of locomotor movement in all activities that involve movement. (C)	1a. The teacher provides information on the role and use of locomotor movement in all activities.
	1b. The student demonstrates improvement in locomotor movement as applied in various activities. (P)	1b. The teacher provides maximum opportunities for safe practice and participation in activities using locomotor movement.
	1c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	1c. The teacher encourages cooperative participation in locomotor activities.
2. **Non-locomotor** **stretching** **twisting** **turning** **bending** **rocking** **swinging** **pushing** **pulling**	2a. The student understands the role and use of non-locomotor movement in various activities. (C)	2a. The teacher provides information and demonstration of non-locomotor movement.
	2b. The student demonstrates improvement in non-locomotor movement as applied in various activities. (P)	2b. The teacher provides for maximum safe practice and participation in non-locomotor movements in activities.
	2c. The student demonstrates cooperative participation and positive attitudes during the activities. (A)	2c. The teacher encourages use of non-locomotor movement in daily activities and encourages effort, cooperation and achievement.

MIDDLE SCHOOL/JUNIOR HIGH
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Fundamental Movement

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Locomotor							R/E	R/E	R/E				
Non-Locomotor							R/E	R/E	R/E				

STRAND II

GYMNASTICS

STRAND STATEMENT

The gymnastics strand provides the opportunity to continue movement education through the use of gymnastics apparatus and tumbling skills. These activities develop muscular strength, flexibility, improved posture, hand/eye, foot/eye coordination and balance. Gymnastics can also develop greater self confidence, creative expression, cooperative participation and responsible behavior. In preparing for a gymnastics unit, teachers should be aware that body type and upper body strength are directly related to performance. Students should demonstrate a readiness to proceed to more difficult activities by passing a readiness test. (An example of an evaluative instrument may be found in the U.S. Gymnastics Safety Manual.)

SUMMARY OF ACTIVITIES

If the student is unable to demonstrate proficiency with one of the skills at this level, refer to the Elementary School Guidelines for fundamental skill progression.

1. Floor Exercise

2. Large Apparatus: (warm up, safety, spotting)

    vaulting horse
    parallel bars
    uneven bars
    pommel horse
    still rings
    horizontal bar
    balance beam

3. Tumbling/Stunts: (warm up, safety, spotting)

    Based on individual student readiness and fundamentally sound progressions.

    Individual and Group Stunts:

    Human pyramids
    Angel
    Statue

SUGGESTED REFERENCES

Gymnastics for Men and Gymnastics for Women, Hughes, Eric.

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Gymnastics Safety Manual, U.S. Gymnastics Safety Association. 424 "C" Street, Washington D.C. 20002.

Introductory Gymnastics: A Guide for Coaches and Teachers, Gene Schembri. Australian Gymnastic Federation, P.O. Box 180, Moor Abbin, Victoria 3189 Australia.

GYMNASTICS

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Floor Exercise**	1a. The student understands the history, composition, evaluation, safety requirements and guidelines for performing a floor exercise routine. (C)	1a. The teacher provides information and demonstrations on the history, composition, evaluation, rules of safety and guidelines in performing a floor exercise routine.
	1b. The student shows proficiency in developing, performing and spotting others in a floor exercise routine. (P)	1b. The teacher provides maximum opportunities for students to safely develop, practice, perform and spot a floor exercise routine.
	1c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	1c. The teacher encourages continued participation in floor exercise routines and acknowledges cooperative behavior.
2. **Large Apparatus**	2a. The student understands the history, rules, safety procedures, spotting falling techniques, and the use and care of gymnastics equipment. (C)	2a. The teacher provides information and demonstration on history, rules, safety procedures of gymnastics, the use and care of equipment, spotting techniques, and gymnastics skills relating to large apparatus.
	2.1a. The student understands that gymnastics consists of floor exercise, balance beam, vault, uneven bars, parallel bars, rings, high bar, and pommel horse. (C)	

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
2. **Large Apparatus** (Continued)	2b. The student shows proficiency in spotting techniques, correct falling and bailing out techniques, routines consisting of various movements, mounts, and dismounts on gymnastic equipment; and demonstrates improvement in large apparatus activities based on individual skill levels and progressions. (P)	2b. The teacher provides maximum opportunities for safe practice and participation and skill development in gymnastics activities.
	2c. The student demonstrates cooperative participation and positive attitude during the activities. (A)	2c. The teacher encourages continued participation and cooperation in gymnastic activities.
3. **Tumbling/Stunts**	3a. The student understands that tumbling activities consist of rolling, balancing, and springing movements, spotting and falling techniques, and the various safety procedures involved in tumbling and stunts. (C)	3a. The teacher provides information on tumbling/stunts, safety proprocedures, spotting/falling techniques and demonstrations of tumbling/stunts.
	3b. The student shows proficiency in tumbling and demonstrates improvement on an individual level as assessed by a pre-test, post-test evaluation. (P)	3b. The teacher provides maximum opportunities for safe participation and practice in tumbling/stunt activities matched to each individuals ability level.
	3c. The student demonstrates cooperative participation and positive attitudes during the activities. (A)	3c. The teacher encourages cooperative and continued participation in tumbling/stunts in activities.

MIDDLE SCHOOL/JUNIOR HIGH
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Gymnastics

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Tumbling and Stunts							R/E	R/E	R/E				
Animal Movement							O	O	O				
Individual Stunts							I/O	I/O	I/O				
Dual Stunts							I/O	I/O	I/O				
Group Stunts							I/O	I/O	I/O				
Balances							I/O	I/O	I/O				
Floor Exercise													
Gymnastics							I	R/E	R/E				

STRAND: Gymnastics
(Continued)

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Apparatus													
Even parallel bars							I	R/E	R/E				
Horizontal bars							I	R/E	R/E				
Still rings							I	R/E	R/E				
Pommel horse							O	I	R/E				
Long horse vaulting							O	O	I				
Uneven Parallel bars							I	R/E	R/E				
Balance Beam (High)							I	R/E	R/E				
Side Horse Vaulting							I	R/E	R/E				

STRAND III

LEISURE ACTIVITIES

STRAND STATEMENT

The purpose of the leisure activities strand is to provide students with knowledge in leisure activities and the skills involved so that students can perform these activities on their own oustide the normal school setting. Once learned, leisure activities can provide satisfaction, relaxation, physical fitness, and entertainment throughout life. Most of these activities accommodate a wide range of skill-levels and physical abilities. Through instruction in leisure activities students learn to enjoy movement in a realm other than through organized sports.

In addition leisure activities are valuable in refining social skills which are important in other situations in everyday life and which can result in more responsible behavior.

SUMMARY OF ACTIVITIES

If the student is unable to demonstrate proficiency with skills at this level refer to the Elementary Guidelines for fundamental skill development.

Archery
Bicycling
Bowling
Fishing
Flying Disc
Hiking/Backpacking
Horse Shoes/Lawn Darts
Orienteering
Rollerskating/Ice Skating
Self Defense
Swimming
Table Tennis

Additional activities are listed in scope and sequence.

SUGGESTED REFERENCES

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LEISURE ACTIVITIES

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Swimming**	1a. The student understands appropriate safety procedures used in and around the water; the basic swimming skills of; graded immersion, open eyes under water, blow bubbles, jelly, kicking, fish float, supine float, vertical float; and the basic swimming strokes: crawl, elementary back stroke, back crawl, and a front dive. (C)	1a. The teacher provides information on safety procedures to be used in and around the water, and provides information and demonstration of swimming skills.
	1b. The student demonstrates proficiency and improvement in fundamental swimming skills as objectively measured on an individual basis. (P)	1b. The teacher provides maximum opportunities for safe practice and skill development in swimming activities based on individual performance levels.
	1c. The student demonstrates cooperative participation and a positive attitude in the activities. (A)	1c. The teacher encourages cooperative participation in aquatic activities.
2. **Archery**	2a. The student understands the history, rules, selection, maintenance and use of archery equipment and the skills of archery, e.g., bracing and unbracing the bow, stance, posture, grip, nacking, aiming, draw, release, follow through, and the appropriate safety procedures. (C)	2a. The teacher provides information on the history, rules, and safety procedures and provides demonstration of archery skills and proper care and use of equipment.
	2b. The student demonstrates proficiency and improvement in fundamental archery skills, safety procedures and proper use and care of equipment. (P)	2b. The teacher provides maximum opportunities for safe practice in archery activities.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
2. **Archery** (continued)	2c. The student demonstrates cooperative participation and positive attitudes during the activity. (A)	2c. The teacher encourages safe and cooperative participation in archery activities.
3. **Backpacking/ Hiking**	3a. The student understands the strategies and safety procedures of backpacking/hiking; the importance of environmental protection; and the skills of backpacking/hiking, e.g., survival, fire building, shelter construction, map and compass reading, and equipment selection. (C)	3a. The teacher provides information on backpacking/hiking skills, safety procedures, strategies, environmental protection and provides demonstration of backpacking/hiking skills.
	3b. The student demonstrates proficiency in the skills and knowledge of backpacking/hiking. (P)	3b. The teacher provides maximum opportunities to practice and participate safely in backpacking/hiking skills.
	3c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	3c. The teacher encourages cooperative participation in safe backpacking/hiking activities.
4. **Cycling**	4a. The student understands the history, safety procedures, and traffic laws of cycling; the use, maintenance, and selection of bicycles; and the skills involved in cycling, e.g., shifting, pedaling, braking, starting, steering, balance, hand signaling, riding in traffic, defensive riding, and riding in groups. (C)	4a. The teacher provides information on history, traffic laws, safety procedures, use, maintenance, and selection of bicycles and provides information and demonstration of bicycle skills, use, maintenance, and selection of bicycles.
	4b. The student demonstrates proficiency and improvement in fundamental cycling skills, safety procedures and care of equipment. (P)	4b. The teacher provides maximum opportunities for safe practice and participation in bicycle skill activities.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
4. **Cycling** (continued)	4c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	4c. The teacher encourages cooperative participation and positive attitude in class.
5. **Bowling**	5a. The student understands the history, rules, safety, strategies, scoring procedures and the fundamental skills of bowling, e.g., grip, stance, aim, approach, arm swing, release, and follow through. (C)	5a. The teacher provides information on the history, rules, safety, strategies, and scoring of bowling and provides demonstration of bowling skills.
	5b. The student demonstrates proficiency and improvement in the fundamental skills of bowling. (P)	5b. The teacher provides opportunities for safe practice and participation in bowling.
	5c. The student demonstrates cooperative participation and a positive attitude during the activity. (A)	5c. The teacher encourages cooperative participation and a positive attitude throughout the unit.
6. **Fishing**	6a. The student understands the laws, safety procedures, maintenance of equipment, strategies of fishing, and the skills involved in fishing, e.g., set up, tieing knots, baiting, casting, water placement, setting hooks, and removing hooks. (C)	6a. The teacher provides provide information on the laws, safety procedures, maintenance of equipment, and strategies of fishing and provides demonstration of fishing skills.
	6b. The student demonstrates proficiency and improvement in the fundamental skills of fishing. (P)	6b. The teacher provides maximum safe practice opportunities of fishing skills.
	6c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	6c. The teacher encourages cooperative participation and positive attitude in fishing activities.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
7. **Flying Disc**	7a. The student understands the history, rules, safety procedures; strategies of flying disc, and the fundamental skills of flying discs, e.g., grips, stance, delivery, release, follow through, and reception. (C)	7a. The teacher provides information on the history, rules, safety procedures, strategies of flying discs and provides demonstration of the fundamental skills of flying discs.
	7b. The student demonstrates proficiency and improvement in the fundamental skills of flying disc activities. (P)	7b. The teacher provides maximum safe practice for students to develop fundamental skill in flying disc activities.
	7c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	7c. The teacher encourages cooperative participation and positive attitudes in flying disc activities.
8. **Horseshoes**	8a. The student understands the history, rules, safety, and strategies of horseshoe pitching and the skills of horseshoes, e.g., grip, aim, stance, pitch, release and follow through. (C)	8a. The teacher provides information on the history, rules, safety, and strategies of horseshoe pitching and provides demonstrations of the fundamental skills of horseshoe pitching.
	8b. The student demonstrates improvement and proficiency in the fundamental skills of horseshoe pitching. (P)	8b. The teacher provides practice opportunities for students to develop fundamental skill in horseshoe pitching.
	8c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	8c. The teacher encourages cooperative participation and positive attitudes in horseshoe pitching.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
9. **Orienteering**	9a. The student understands the history, rules, strategies, and safety procedures of orienteering and the skills of orienteering, e.g., map and compass reading, distance estimation, terminology and selection of equipment, and navigation. (C)	9a. The teacher provides information on the history, rules, safety procedures, and strategies of orienteering and provides demonstrations of fundamental orienteering skills and strategies.
	9b. The student demonstrates proficiency and improvement in the fundamental skills of orienteering. (P)	9b. The teacher provides practice opportunities for safe participation in orienteering activities.
	9c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	9c. The teacher encourages cooperative participation in orienteering activities.
10. **Rollerskating/ Ice Skating**	10a. The student understands the rules and safety procedures of skating; the care, use and proper fitting of equipment; and the fundamental skills of skating, e.g., forward movement, backward movement, changing direction, turning, jumping, stopping, and proper falling/getting up techniques. (C)	10a. The teacher provides information on the rules and safety procedures of skating; the care, use and proper fitting of equipment; and information on fundamental skills of skating.
	10b. The student demonstrates proficiency and improvement in the fundamental skills of skating. (P)	10b. The teacher provides maximum practice opportunities for the safe develop of fundamental skills in skating activities.
	10c. The student demonstrates cooperative participation and positive attitudes in skating activities. (A)	10c. The teacher encourages cooperative participation and positive attitudes in rollerskating activities.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
11. **Self Defense**	11a. The student understands the strategies, safety procedures, and the basic skills of self-defense, e.g., anticipation avoidance, deflection, blocking, striking, falling, and natural body weapons. (C)	11a. The teacher provides information and demonstrations on the strategies and safety procedures of self-defense.
	11b. The student demonstrates skills and strategies in self-defense situations, appropriate response in self defense situations, and cooperative participation and positive attitudes in the activities. (P)	11b. The teacher provides maximum opportunities for the safe development and practice of self-defense skills.
	11c. The student demonstrates a cooperative and safe attitude regarding self defense skills. (A)	11c. The teacher encourages continued practice and maintenance of the proper attitude used in self-defense.
12. **Table Tennis**	12a. The student understands the history, rules, safety procedures, strategies and skills of table tennis, e.g., grip, serving, forehand, backhand, smash, lob, and spin. (C)	12a. The teacher provides information on the history, rules, safety procedures, and strategies of table tennis and provides demonstration of table tennis skills.
	12b. The student demonstrates proficiency and improvement in fundamental table tennis skills, safety procedures, and use and care of equipment. (P)	12b. The teacher provides maximum opportunities for practice and participation in table tennis activities.
	12c. The student demonstrates cooperative participation and positive attitudes during the activity. (A)	12c. The teacher encourages cooperative participation and positive attitudes in table tennis activities.

MIDDLE SCHOOL/JUNIOR HIGH
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Leisure Activities

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Camping													
Archery							O	O	O				
Fishing							O	O	O				
Bicycling							I/O	I/O	I/O				
Backpacking/Hiking							O	O	O				
Boating/Water Safety							O	O	O				
Bowling							O	O	O				
Rollerskating/Ice Skating							I/O	I/O	I/O				
Fencing							O	O	O				
Shuffleboard							O	O	O				

STRAND: Leisure Activities (Continued)

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Orienteering							O	O	O				
Table Tennis							I/O	I/O	I/O				
Swimming (Aquatics)							O	O	O				
Flying Disc							O	O	O				
Horseshoes/Lawn Darts							I/O	I/O	I/O				
Skiing								O	O				
Equestrian								O	O				

STRAND IV

PHYSICAL FITNESS

STRAND STATEMENT

The physical fitness strand provides insights into the systems and functions of the body and how they are affected by movement and exercise. Physical fitness promotes better body functioning to increase energy and aids in the daily performance of activities. It prepares one to cope better with many types of emergencies as well as serving as an outlet for the release of tension and emotion while promoting relaxation. Physical fitness makes one less susceptible to degenerative diseases (cardiovascular disease, etc.) and aids in postponing and reducing deteriorations that accompany aging. Physical fitness improves physical appearance, aids in maintaining proper weight, helps maintain proper posture, reduces the occurrence of back trouble, contributes to the maintenance joint mobility, and helps one to feel better about oneself.

The four content areas of physical fitness are: body composition, flexibility, endurance (cardiovascular, cardiorespiratory, and muscular) and strength (cardiovascular, cardiorespiratory, and muscular).

Physical fitness makes a significant contribution to the total well-being of all students. Therefore, this program should be integrated into the physical education curriculum and not be taught only as an isolated unit of instruction.

SUMMARY OF ACTIVITIES:

If the student is unable to demonstrate proficiency with one or more of the skills at this level, refer to the Elementary Guidelines for fundamental skill progressions.

Cardiorespiratory Endurance
Flexibility
Muscular Strength and Endurance
Body Composition

SUGGESTED REFERENCES

1. AAHPERD Lifetime Health Related Physical Fitness Test, Physical Fitness, 1981, Hockey, publ. Mosby.
2. AAHPERD Youth Fitness Test, AAHPERD, Reston, Virginia.
3. Fitness for Life, Corbin, Charles B., and Lindsey, Ruth. Glenview, IL: Scott, Foresman, 1979.
4. Fit or Fat, Bailey, Covert. 1978 and 1983, Houghton Mifflin.
5. Fit To Be You Teachers Guide, Pres. Council on Physical Fitness and Sports. Walt Disney-Ed. Media Co.

PHYSICAL FITNESS

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. Endurance Cardiovascular Cardiorespiratory Muscular	1a. The student understands that cardiovascular, cardirespiratory, and muscular endurance are important components of physical fitness and activity performance; how the principles of exercise tolerance, warm-up, cool down, progression, specificity, and regularity relate to endurance development; and how to develop increased levels of cardiovascular, cardiorespiratory, and muscular endurance. (C)	1a. The teacher provides information on cardiovascular, cardiorespiratory, and muscular endurance development and their relationships to activity performance and physical fitness.
	1b. The student participates in various activities in order to demonstrate improvement in endurance. (P)	1b. The teacher provides maximum opportunity for the student to participate safely in cardiovascular, cardiorespiratory, and muscular endurance activities, e.g., distance running, interval running, jump rope, weight training with light weight and maximum repetitions.
	1c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	1c. The teacher encourages students to improve and maintain their cardiovascular, cardiorespiratory, and muscular endurance and to participate cooperatively with others.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
2. **Flexibility**	2a. The student understands that flexibility is the ability to move a particular joint through a range of motion; the structure and function of joints; the principles of warm up, cool down, specificity, and regularity as related to flexibility development; and that preparation of body joints and muscles leads to improved performance and is vital prior to activity. (C)	2a. The teacher provides information and demonstrates on flexibility and its relationship to activity performance and physical fitness and examples of warm up, cool down, specificity, and regularity as they relate to flexibility and the preparation of the body for physical activity.
	2b. The student participates daily in individual activities designed to demonstrate improvement in flexibility. (P)	2b. The teacher provides ongoing safe practice to improve flexibility through daily stretching routines to include each joint of the body, e.g., shoulder circles, neck stretch, quad stretch, heel cord stretch, lateral stretch.
	2c. The student demonstrates cooperative participation and positive attitude in the activities. (A)	2c. The teacher encourages cooperative and positive attitudes.
3. **Strength** **Cardiovascular** **Cardiorespiratory** **Muscular**	3a. The student understands that cardiovascular, cardiorespiratory, and muscular strength are important components of physical fitness and activity performance; how the principles of overload, progression, specificity, and regularity relate to strength development; and how to develop and maintain cardiovascular, cardiorespiratory, and muscular strength. (C)	3a. The teacher provides information on cardiovascular, cardiorespiratory, and muscular strength development and its relationship to activity performance and physical fitness.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
	3b. The student participates daily in individual activities designed to demonstrate individual improvement in strength. (P)	3b. The teacher provides maximum opportunity for the student to participate and practice safely in cardiovascular, cardiorespiratory, and muscular strength activities, e.g., jump rope, jogging, push ups, bar hang, curl ups.
	3c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	3c. The teacher encourages students to improve and maintain their cardiovascular, cardiorespiratory, and muscular strength.
4. **Body Composition**	4a. The student understands that body composition is related to physical and mental well being, that body composition is the make up of the body in lean and fat body mass; the relationship of body composition to weight and activity performance; and how the principles of nutrition, sleep/rest, harmful substances, and recovery relate to body composition. (C)	4a. The teacher provides information on body composition and its effects on physical/mental well being, weight and activity performance and how nutrition, sleep and rest relate to body composition.
	4b. The student demonstrates improvement in body composition where a need is shown through an objective test of body composition, e.g., skin fold. (P)	4b. The teacher provides maximum opportunities to participate safely in physical activities that require the continued use of knowledge leading to desirable body composition.
	4c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	4c. The teacher encourages students to participate cooperatively and with a positive attitude.

MIDDLE SCHOOL/JUNIOR HIGH
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Physical Fitness

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Body Composition							R/E	R/E	R/E				
Flexibility							R/E	R/E	R/E				
Endurance													
Cardiovascular							R/E	R/E	R/E				
Cardiorespiratory							R/E	R/E	R/E				
Muscular							R/E	R/E	R/E				
Strength													
Cardiovascular							R/E	R/E	R/E				
Cardirespiratory							R/E	R/E	R/E				
Muscular							R/E	R/E	R/E				

STRAND V

RHYTHMS

STRAND STATEMENT

The rhythms strand provides students with the opportunity to engage in various forms of movement to music. Rhythms provide opportunities for the students to meet their developmental needs by participating in activities of a social and recreational nature that can be used during leisure time. Rhythms stimulate the student's insight, understanding, and appreciation of many cultures.

Rhythmic activities can promote physical fitness, and increased enjoyment and interest in movement.

SUMMARY OF ACTIVITIES

If the student is unable to demonstrate proficiency with one or more skills at this level, refer to the Elementary Guidelines for fundamental skill progressions.

Aerobic (Dance)
Social/Ballroom
Folk/Round
Fad/Popular/Contemporary
Square

SUGGESTED REFERENCES

Dance A while, Harris, Jane, Pittman, Anne M., and Waller, Marlys S., 5th Ed. Minneapolis, Minn. Burgess Publishing Co. 1978.

RHYTHMS

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Aerobic Dance**	1a. The student understands that the principles of aerobic dance include safety, exercise tolerance, warm up, cool down, progression, specificity and regularity as they relate to specific aerobic dance and skills involved in aerobic dance. (C)	1a. The teacher provides information and demonstration of the principles and benefits of aerobic dance.
	1b. The student demonstrates proficiency and improvement in the fundamental and intermediate skills of aerobic dance. (P)	1b. The teacher provides maximum opportunities for safe participation in vigorous aerobic dance patterns.
	1c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	1c. The teacher encourages continued cooperative participation and use of aerobic dance.
2. **Social/Ballroom, Folk/Round, Square, Fad Dances**	2a. The student understands the safety, etiquette, history, techniques, benefits, and basic steps of social dances. (C)	2a. The teacher provides information and demonstration of various social dances.
	2b. The student demonstrates proficiency in the fundamental skills of various social dances, e.g., Hora, Korubushka, Mayim, Virginia Reel, La Raspa, Mexican Clap Dance. (P)	2b. The teacher provides maximum opportunities for safe participation and practice in various social dances.
	2c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	2c. The teacher encourages continued cooperative participation in dance activities.

MIDDLE SCHOOL/JUNIOR HIGH
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Rhythms

KEY I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Aerobic Dance							R/E	R/E	R/E				
Dancercize							O	O	O				
Social Dance							O	O	O				
Ballroom							O	O	O				
Folk (Round)							R/E	R/E	R/E				
Square/Control Dance							R/E	R/E	R/E				
Current Popular Dance							O	O	O				
Creative Rhythms							O	O	O				
Singing Games and Dance							O	O	O				

STRAND VI

SMALL APPARATUS

STRAND STATEMENT

The apparatus strand provides the opportunity for the student to continue his/her movement education through the use of individual apparatus (jump ropes, hoops, juggling, etc.) and group apparatus (cage ball, parachute, etc.). These activities develop muscular strength, cardiovascular endurance, flexibility, improved posture, hand-eye/foot-eye coordination, and balance. Individual and group apparatus activities can enhance creative expression, self-confidence, cooperative participation, and responsible behavior.

SUMMARY OF ACTIVITIES

If the student is unable to demonstrate proficiency with one or more of the skills at this level, refer to the Elementary Guidelines for fundamental skill progression.

Individual/Group specific apparatus activities are dependent on the availability of equipment at individual schools.

SUGGESTED REFERENCES

Alternative Sports and Games for the New Physical Education, Turner, Bud, Turner, Susan, Peek Publications, 1984.

Physical Education for Elementary School Children, Dauer, Victor, Dynamic. Minneapolis: Burgess Publ. Co., 1983.

SMALL APPARATUS

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Individual/Group Apparatus** **Peg Board** **Climbing Rope** **Climbing Bar** **Jump Rope** **Scooter Board** **Juggling** **Unicycle** **Hoop** **Wand** **Foot Bag** **Parachute** **Cage Ball** **Scooter Boards** **Blanket Volleyball** **Tug of War** **Obstacle Course**	1a. The student understands the fundamental techniques and benefits of using individual/group apparatus safely and appropriately. (C)	1a. The teacher provides information and demonstrations of the fundamental and safe use of individual/group apparatus.
	1b. The student demonstrates improvement in the use of small apparatus as assessed by an objective evaluative instrument. (P)	1b. The teacher provides maximum opportunities for safe practice and participation in activities using individual/group apparatus and encourages continued use of individual/group apparatus.
	1c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	1c. The teacher encourages cooperative participation in individual/group apparatus activities and acknowledges effort and achievement of individual students.

MIDDLE SCHOOL/JUNIOR HIGH
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Small Apparatus

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Individual/Group													
Juggling							I/R	E	O				
Unicycle							I/R	E	O				
Foot Bag (Hacky Sack)							I/R	E	O				
Jump Ropes							I/R	E	O				
Rope/Peg Board Climbing							I/R	E	O				
Group													
Blanket Volleyball							I/R	E	O				
Cage Ball/Earth Ball							I/R	E	O				
Tug-o-War							I/R	E	O				
Parachute							I/R	E	O				
Obstacle Course							R	E	O				

STRAND VII

SPORTS SKILLS

STRAND STATEMENT

The sports skills strand provides students with the opportunity to engage in various individual, dual, and team activities. These activities help students to meet their physical needs by participating in sports that develop the ability, skill, knowledge, and the appreciation necessary to enjoy a wide variety of activities throughout life. While individual/dual sports emphasize one or two people competing, team sports emphasize group cooperation in addition to competition.

SUMMARY OF ACTIVITIES

If the student is unable to demonstrate minimum proficiency in the skills listed at this level, refer to the Elementary Curriculum Guidelines for fundamental skill progressions.

Individual/Dual

- Badminton
- Golf
- Handball
- Pickleball
- Racquetball
- Tennis
- Track and Field

Team Sports

- Basketball
- Field Hockey
- Flag/Touch Football
- Flickerball
- Floor Hockey
- Hocker
- Soccer
- Softball
- Speedball/Speed-a-way
- Team Handball
- Volleyball

Additional activities are listed in scope and sequence.

SUGGESTED REFERENCES

Encyclopedia of Physical Education, Fitness and Sports, T.K. Curetan Jr., Reading, Mass.: Addison Wesley, 1977.

National Association for Girls and Women in Sports, American Alliance for Health, P.E. and Recreation.

Guides

- Golf
- Basketball
- Field Hockey
- Soccer/Speedball
- Flag Football
- Softball
- Tennis-Badminton
- Track and Field
- Volleyball

Physical Education Handbook, Seaton, Don, Schmottlach, Neil, Clayton, Irene, Leibee, Howard, Messersmith, Lloyd. 7th Edition, Prentice-Hall, Englewood, New Jersey, 1983.

SPORTS SKILLS

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
INDIVIDUAL/DUAL		
1. **Badminton**	1a. The student understands the fundamental history, rules, strategies, the appropriate safety procedures, use and care of equipment, and the skills of badminton, e.g., ready position, grips, serving, forehand, backhand, overhead clears, smash, and drop shot. (C)	1a. The teacher provides information on the history, rules, and safety procedures of badminton and provides demonstrations of the correct use and care of badminton equipment and of basic badminton skills.
	1b. The student applies and demonstrates proficiency in skills, strategies, and teamwork in badminton activities and demonstrates improvement in badminton activities. (P)	1b. The teacher provides maximum opportunities for safe practice and participation in a variety of badminton activities.
	1c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	1c. The teacher encourages continued cooperative participation and teamwork in badminton activities.
2. **Golf**	2a. The student understands the fundamental history, rules, strategies, etiquette, safety procedures; use and care of golf equipment, and the skills of golf, e.g., stance, grip, swing, and putting. (C)	2a. The teacher provides information on the history, rules, strategies, etiquette, and safety procedures of golf and provides demonstrations of use and care of golf equipment and of golf skills.
	2b. The student applies and demonstrates skills and strategies in golf activities, and demonstrates improvement in golf skills. (P)	2b. The teacher provides maximum opportunities for safe practice and participation in golf activities designed to increase individual skills and interest of individual students.

CONTENT	LEARNING RESULTS/COMPETENCIES	TEACHING IMPLICATIONS
2. **Golf** (Continued)	2c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	2c. The teacher encourages cooperative and continued participation in golf activities.
3. **Handball**	3a. The student understands the history, rules, and strategies of handball; the safety procedures, use and care of handball equipment; and the skills of handball, e.g., serving, underhand, overhand, and sidearm return strokes. (C)	3a. The teacher provides information on the history, rules, and safety procedures of handball and provides demonstrations of the correct use and care of handball equipment and of handball skills.
	3b. The student applies and demonstrates skills, strategies, and teamwork in handball activities while demonstrating improvement in handball skills. (P)	3b. The teacher provides maximum opportunities for safe practice and participation in handball activities.
	3c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	3c. The teacher encourages cooperative and continued individual participation in handball activities.
4. **Pickleball**	4a. The student understands the fundamental history, rules, and strategies of pickleball; the safety procedures, use and care of pickleball equipment; and the skills of pickleball, e.g., ready position, forehand, backhand, serve, and volley. (C)	4a. The teacher provides information on the history, rules, and safety procedures of pickleball and provides demonstrations of the use and care of pickleball equipment and pickleball skills.
	4b. The student applies and demonstrates skills, strategies, and teamwork in pickleball activities and demonstrates improvement in pickleball skills. (P)	4b. The teacher provides maximum opportunities for safe practice and participation in pickleball activities.
	4c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	4c. The teacher encourages continued participation and cooperative teamwork in pickleball activities.

CONTENT	LEARNING RESULTS/COMPETENCIES	TEACHING IMPLICATIONS
5. **Racquetball**	5a. The student understands the history, rules, and strategies of racquetball; the safety procedures, use, and care of racquetball equipment, and the skills of racquetball, e.g., grip, forehand, backhand, kill, passing, ceiling shot, drop, and serve. (C)	5a. The teacher provides information on the history, rules, and safety procedures of racquetball and provides demonstrations of the care and use of racquetball equipment and of racquetball skills.
	5b. The student applies and demonstrates skills, strategies, and teamwork in racquetball activities while demonstrating improvement in racquetball skills. (P)	5b. The teacher provides maximum opportunities for safe practice and participation in various racquetball activities.
	5c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	5c. The teacher encourages cooperative and continued participation in racquetball activities.
6. **Tennis**	6a. The student understands the fundamental history, rules, and strategies of tennis; the safety procedures, use, and care of tennis equipment; and the skills of tennis, e.g., ready position, grips, serve, forehand, backhand, lob, volley, and smash. (C)	6a. The teacher provides information on the history, rules, and safety procedures of tennis and provides demonstrations of the use and care of tennis equipment and of tennis skills.
	6b. The student applies and demonstrates skills, strategies, and teamwork in tennis activities and demonstrates individual improvement. (P)	6b. The teacher provides maximum opportunities for safe practice and participation in various tennis activities.
	6c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	6e. The teacher encourages continued cooperative participation in tennis activities and acknowledges individual effort.

CONTENT	LEARNING RESULTS/COMPETENCIES	TEACHING IMPLICATIONS
7. **Track and Field**	7a. The student understands the fundamental history and rules of track and field; the safety procedures, use, and care of track equipment, and the skills of track and field, e.g., sprinting, starts, middle distance, long distance, hurdles, pole vault, discus, shot put, high jump, long jump, triple jump, and relays. (C)	7a. The teacher provides information on the history, rules, strategy, and safety procedures of track and field and provides demonstrations of the use and care of track equipment and of track and field skills.
	7b. The student applies and demonstrates knowledge and skills in track and field activities while demonstrating improvement in track and field activities as presented. (P)	7b. The teacher provides maximum opportunities for safe practice, participation, and skill development in track and field activities designed for individual student ability levels.
	7c. The student demonstrates cooperative participation and a positive attitude in the activities. (A)	7c. The teacher encourages continued cooperative participation in track and field activities and acknowledges individual achievement and effort.

CONTENT	LEARNING RESULTS/COMPETENCIES	TEACHING IMPLICATIONS
TEAM SPORTS		
1. **Basketball**	1a. The student understands the fundamental history, rules, strategies, and safety procedures of basketball and the skills of basketball, e.g., dribbling, passing, shooting, guarding, pivoting, catching, jumping, and rebounding. (C)	1a. The teacher provides information on the history, rules, strategies, and safety procedures of basketball and provides demonstrations of basketball skills.
	1b. The student applies and demonstrates specific fundamental and intermediate skills, strategies, and teamwork in basketball activities and demonstrates improvement in basketball skills. (P)	1b. The teacher provides maximum opportunities for safe practice and participation in skill development activities for basketball.
	1c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	1c. The teacher encourages cooperative participation in basketball activities and acknowledges individual improvement.
2. **Field Hockey**	2a. The student understands the fundamental history, rules, strategies, and safety procedures of field hockey and the skills of field hockey, e.g., grip, dribble, drive, scoop, pass, bully, roll-in, tackle, dodge, and goal-keeping. (C)	2a. The teacher provides information on the history, rules, strategies, and safety procedures of field hockey and provides demonstrations of field hockey skills.
	2b. The student applies and demonstrates specific fundamental and intermediate skills, strategies, and teamwork in field hockey activities and demonstrates improvement in field hockey skills. (P)	2b. The teacher provides maximum opportunities for safe practice and participation in various skill related field hockey activities.
	2c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	2c. The teacher encourages cooperative participation in field hockey activities and acknowledges individual achievement.

CONTENT	LEARNING RESULTS/COMPETENCIES	TEACHING IMPLICATIONS
3. **Flag/Touch Football**	3a. The student understands the fundamental history, rules, safety procedures, and strategies of flag/touch football and the skills of football, e.g., passing, catching, kicking, defending, blocking, centering, and carrying the football. (C)	3a. The teacher provides information on the history, rules, safety procedures, and strategies of football and provides demonstrations of football skills.
	3b. The student applies and demonstrates specific fundamental and intermediate skills, strategies, and teamwork in football activities and demonstrates improvement in football skills. (P)	3b. The teacher provides maximum opportunities for safe practice and participation in various developmental activities related to football.
	3c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	3c. The teacher encourages cooperative participation in football activities and acknowledges individual improvement.
4. **Flickerball**	4a. The student understands the fundamental history, rules, safety procedures, and strategies of flickerball and the skills of flickerball, e.g., passing, receiving, kicking, and defending. (C)	4a. The teacher provides information on the history, rules, safety procedures, and strategies of flickerball and provides demonstrations of flickerball skills.
	4b. The student applies and demonstrates specific skills, strategies, and teamwork in flickerball activities and demonstrates improvement in flickerball skills. (P)	4b. The teacher provides maximum opportunities for safe practice and participation in flickerball activities.
	4c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	4c. The teacher encourages cooperative participation in flickerball activities and acknowledges individual improvement.

CONTENT	LEARNING RESULTS/COMPETENCIES	TEACHING IMPLICATIONS
5. **Floor Hockey**	5a. The student understands the fundamental history, rules, safety procedures, and strategies of floor hockey and the skills of floor hockey, e.g., grip, stick handling, dribbling, passing, receiving, shooting, and goal tending. (C)	5a. The teacher provides information on the history, rules, safety procedures, and strategies of floor hockey and provides demonstrations of floor hockey skills.
	5b. The student applies and demonstrates specific skills, strategies, and teamwork in floor hockey activities and demonstrates improvement in floor hockey skills. (P)	5b. The teacher provides opportunities for safe practice and participation in floor hockey skills and activities.
	5c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	5c. The teacher encourages cooperative participation in floor hockey activities and acknowledges individual improvement.
6. **Hocker**	6a. The student understands the fundamental history, rules, strategies, and safety procedures of hocker and the skills of hocker, e.g., dribbling, goal shooting, punching, kicking. (C)	6a. The teacher provides information on the history, rules, strategies, and safety procedures of hocker and provides demonstrations of hocker skills.
	6b. The student applies and demonstrates specific skills, strategies, and teamwork in hocker activities and demonstrates improvement in hocker skills. (P)	6b. The teacher provides maximum opportunities for safe practice and participation in hocker activities.
	6c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	6c. The teacher encourages cooperative participation in hocker activities and acknowledges individual improvement.

CONTENT	LEARNING RESULTS/COMPETENCIES	TEACHING IMPLICATIONS
7. **Soccer**	7a. The student understands the fundamental history, rules, safety procedures, strategies and the skills of soccer, e.g., dribbling, passing, trapping, goal keeping, tackling, heading, kicking, and throw-ins. (C)	7a. The teacher provides information and demonstration on the history, rules, safety procedures, and strateties of soccer.
	7b. The student applies and demonstrates specific fundamental/intermediate skills, strategies, and teamwork in soccer activities and demonstrates improvement in soccer skills. (P)	7b. The teacher provides maximum opportunities for safe practice and participation in appropriate soccer activities.
	7c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	7c. The teacher encourages cooperative participation in soccer activities and acknowledges individual achievement.
8. **Softball**	8a. The student understands the fundamental history, rules, safety procedures, strategies, and skills of softball, e.g., throwing, catching, fielding, batting, base running, and pitching. (C)	8a. The teacher provides information/demonstration on the history, rules, safety procedures, skill and strategies of softball.
	8b. The student applies specific intermediate skills and strategies and demonstrates improvement in softball skills. (P)	8b. The teacher provides maximum opportunities for safe practice and participation in softball activities.
	8c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	8c. The teacher encourages cooperative participation in softball activities and acknowledges individual improvement.

CONTENT	LEARNING RESULTS/COMPETENCIES	TEACHING IMPLICATIONS
9. **Speedball/ Speed-a-way**	9a. The student understands the history, rules, safety procedures, strategies and skills of speedball/speed-a-way, e.g., dribbling, passing, kicking, throwing, goal tending, trapping, blocking, converting to air ball. (C)	9a. The teacher provides information and demonstration on the history, rules, safety procedures, skills and strategies of speedball/speed-a-way.
	9b. The student applies specific skills, strategies, and teamwork and demonstrates improvement in speedball/ speed-a-way skills. (P)	9b. The teacher provides maximum opportunities for safe practice and participation in speedball/ speed-a-way activities.
	9c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	9c. The teacher encourages cooperative participation in speedball/speed-a-way activities and acknowledges individual improvement.
10. **Team Handball**	10a. The student understands the fundamental history, rules, strategies, safety procedures, and skills of team handball, e.g., dribbling, passing, pivoting, throwing, catching, guarding, and goal keeping. (C)	10a. The teacher provides information and demonstration on the history, rules, strategies, safety procedures, and skills of team handball.
	10b. The student applies specific fundamental skills, strategies, teamwork and demonstrates improvement in team handball skills. (P)	10b. The teacher provides maximum opportunities for safe practice and participation in team handball activities.
	10c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	10c. The teacher encourages cooperative participation in team handball activities and acknowledges individual improvement.

CONTENT	LEARNING RESULTS/COMPETENCIES	TEACHING IMPLICATIONS
11. **Volleyball**	11a. The student understands the fundamental history, rules, strategies, safety procedures, and basic skills of volleyball, e.g., overhand serving, forearm pass, setting, digging, blocking, and spiking. (C)	11a. The teacher provides information and demonstration on the history, rules, strategies, safety procedures, and skills of volleyball.
	11b. The student is able to apply specific intermediate skills, strategies, and teamwork during volleyball activities and demonstrates improvement in volleyball skills. (P)	11b. The teacher provides maximum opportunities for safe practice and participation in volleyball appropriate drills and activities.
	11c. The student demonstrates cooperative participation and positive attitudes in the activities. (A)	11c. The teacher encourages cooperative participation in volleyball activities and acknowledges individual improvement.

MIDDLE SCHOOL/JUNIOR HIGH
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Sports Skills

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Individual/Dual													
Cross-Country							0	0	0				
Golf							0	0	0/I				
Track and Field							R/E	R/E	R/E				
Weight Training							0	0	0				
Team:													
Badminton							I	I/R	I/R				
Basketball							I	I/R	I/R				
Lead-up													
Field Hockey							0	0	0				
Lead-up													
Football (Flag/Touch)							I	I/R	I/R				
Lead-up													
Pickleball							I	I/R	I/R				

STRAND: Sports Skills
(continued)

KEY
I = Introduce
R = Refine/Review
E = Expand
0 = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Racquetball							0/I	0/I	0/I				
Soccer							I/R	I/R	R/E				
Lead-up													
Tennis							0/I	0/I	0/I				
Volleyball							I/R	R/E	R/E				
Lead-up													
Speedball/ Speed-a-way							0/I	I/R	I/R				
Team Handball							0/I	I/R	I/R				
Flickerball							0/I	0/I	0/I				
Floor Hockey							0/I	I/R	I/R				
Softball							0/I	I/R	I/R				
Hocker							0/I	I/R	I/R				
Croquet							0	0	0				
Self Defense (Martial Arts)							0	0	0				
Individual													
Handball							0	0	0				
La Crosse							0	0	0				
Paddle Tennis							0	0	0				
Rugby							0	0	0				
Speedball/ Speed-a-way							I	R/E	R/E				
Soft Tennis							0	0	0				
Walley Ball							0	0	0				

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HIGH SCHOOL PROGRAMS - GRADES 9-12

CHARACTERISTICS OF HIGH SCHOOL STUDENTS

During the high school years the student has a difficult and demanding role. It is during the teenage years that students must learn to manage the highly sophisticated skills and techniques necessary to function as a contributing member of our complex society. It is vital that the high school physical education program provide the following in order to help the student gain the maximum benefits possible.

1. A setting in which experiences will help each student enjoy physical activity, to feel good about himself/herself, and to accept himself/herself and others.

2. Opportunities for vigorous activities through which there may be alleviation of frustrations and tensions.

3. Many avenues for self-identification and for identification with sex and peer groups.

4. Experiences that recognize a diverse range of human talents and interests, facilitating the discovery of specialized abilities together with the acceptance of limitations.

5. Special attention to differences in physical development and maturity of individual students.

6. An environment that supports the rules necessary for the concept of fair play and for the safety of the participants.

7. Coeducational physical education experiences.

8. Knowledge and experience in activities that will encourage and assist the individual to maintain fitness throughout life.

9. Leadership opportunities for each student.

Suggested Percentages of High School Course Offerings

STRANDS	Year 1	Year 2	
I. Gymnastics	10	5	%
II. Leisure Activities	40	50	%
III. Physical Fitness	*20	*20	%
IV. Rhythms	10	5	%
V. Sports Skills	20	20	%

*Physical fitness should be part of every activity offering. The percentage listed would be for class offerings where the development of physical fitness is the major goal.

Key:

C = Cognitive Domain Activities
P = Psychomotor Domain Activites
A = Affective Domain Activities

STRAND I

GYMNASTICS (TUMBLING, FLOOR EXERCISE, APPARATUS)

STRAND STATEMENT

The gymnastics strand is presented to assist in developing the students kinesthetic sense in a variety of situations.

This strand provides the student with necessary background information in the following areas: (1) history, (2) safety, (3) basic technique and fundamentals, and (4) practice organization. This information prepares the student for participation in the various aspects of gymnastics: (1) tumbling, (2) floor exercise, and (3) apparatus.

Additional benefits of participation in gymnastic activities include fitness, strength, self-confidence and flexibility.

SUMMARY OF ACTIVITIES:

If the student is unable to demonstrate proficiency with one of the skills at this level, refer to the Middle School Guidelines for fundamental skill progression.

1. Tumbling

   Warm up
   Safety
   Spotting
   Basic sequential skills

2. Floor Exercise

3. Large Apparatus

   vaulting horse
   parallel bars
   uneven bars
   pommel horse
   still rings
   horizontal bar
   balance beam

4. Small Apparatus

   juggling
   unicycle
   scooter board
   climbing rope
   peg board
   foot bag (Hackysack)
   jump ropes

5. Group Apparatus

   Blanket Volleyball
   Cage Ball/Earth Ball
   Tug-o-War
   Parachute
   Obstacle Courses

6. Additional Activities

   The parameters of this publication are such that all activities cannot be addressed with the same emphasis. Learning results and implications are outlined for selected activities without reference to their importance. A variety of additional activities are listed below.

   The following activities could be included as options in this strand.

   Rhythmic Gymnastics
   Clown Vaulting
   Bogey Board
   Devil Sticks
   Cigar Boxes
   Bowling Board
   Stick Balancing
   Teeter Board
   Adagio
   Stilts

SUGGESTED REFERENCES

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GYMNASTICS

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Tumbling**	1a. The student understands the history of gymnastics, the proper procedures for safe individual and group participation as it relates to falling and spotting techniques, the strategy involved in performing sequential tumbling skills, and the importance of proper spotting techniques involved in tumbling. (C)	1a. The teacher provides information on the history of gymnastics; instruction and demonstration in proper technique in warm-up, safety procedure and spotting techniques; and refinement demonstrations that will assist the student in tumbling skills.
	1b. The student refines proficiency and reviewes activities in correct methods of proper spotting, falling, and intermediate and advanced tumbling skills progression. (P)	1b. The teacher provides opportunities for the student to develop and practice basic sequential tumbling skills safely and encourages students to develop individual and sequential skills according to each person's needs and capabilities.
	1c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	1c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
2. **Floor Exercise**	2a. The student understands the composition and evaluation of a floor-exercise routine, the rules of safety, guidelines for performing a floor-exercise routine, and how to compose an intermediate or advanced floor-exercise routine. (C)	2a. The teacher provides information and demonstrations emphasizing the major components of a floor-exercise routine.

CONTENT		STUDENT OUTCOMES		TEACHING IMPLICATIONS
2.	**Floor Exercise** (Continued)	2b. The student reviews activities and demonstrates proficiency in the development and performance of a floor exercise routine, and demonstrates correct methods of proper spotting. (P)		2b. The teacher provides an opportunity for the students to participate safely in activities for the development and refinement of intermediate and advanced floor-exercise routines.
		2c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)		2c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
3.	**Large Apparatus**	3a. The student understands correct use and care of equipment, correct safety procedures including appropriate personal warm-up and stretching exercises; the history, rules and scoring; and the refinement of the fundamental skills that will lead to sequential routines on each piece of apparatus. (C)		3a. The teacher provides instruction and demonstration in the proper techniques of warm-up, safety procedures, use of apparatus, setting up, care of equipment, history, rules and scoring, terminology and proper safety techniques.
		3b. The student demonstrates proficiency in skills necessary to perform intermediate and advanced activities on each piece of apparatus and the correct methods of spotting balance beam, still rings, vaulting (side and long horse), parallel bars, uneven bars and high bar activity. (P)		3b. The teacher provides the opportunity for safe refinement, development and practice skills that reinforce proper techniques to perform an apparatus routine and encourages individual excellence according to the ability of the student in the development of a routine.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
3. **Large Apparatus** (Continued)	3c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	3c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
4. **Small Apparatus**	4a. The student understands how to select, care for and maintain small apparatus equipment; safety procedures and rules/techniques related to small apparatus; correct spotting techniques required for each small apparatus activity; and the fundamental skills necessary to participate in small apparatus activity. (C)	4a. The teacher provides information on selection, care and maintenance of all small apparatus equipment; information and demonstration to clarify proper safety procedures, knowledge of rules/fundamental techniques, and spotting techniques for all small apparatus equipment.
	4b. The student demonstrates skill proficiency in small apparatus activities, e.g., ribbons, hoops, balls, wands, unicycles. (P)	4b. The teacher provides an opportunity for the students to practice safely and develop the skills necessary to participate in small apparatus activities and encourages individual excellence in performance of skills necessary to participate in small apparatus activity.
	4c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for each activity. (A)	4c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper ettiquette, self motivated participation, leadership skills, and a general appreciation for each activity.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
5. **Group Apparatus**	5a. The student understands the rules, techniques, and strategies involved in activities and how to apply the rules and strategies involved in the activity. (C)	5a. The teacher provides information concerning rules, technique, and strategy of various listed activities.
	5b. The student demonstrates the necessary competencies to participate in the intermediate and advanced activities using tug-of-war, parachute, cage ball, etc. (P)	5b. The teacher provides opportunities for students to practice and participate safely in listed activities and encourages students to continue participation in listed activities.
	5c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	5c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.

HIGH SCHOOL
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Gymnastics

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Tumbling and Stunts										R/E	R/E	R/E	R/E
Animal Movement										R/E	R/E	R/E	R/E
Individual Stunts										R/E	R/E	R/E	R/E
Dual Stunts										R/E	R/E	R/E	R/E
Group Stunts										R/E	R/E	R/E	R/E
Balances										R/E	R/E	R/E	R/E
Floor Exercise										R	R/E	R/E	R/E
Gymnastics													
Apparatus													
Even parallel bars										R	R/E	R/E	R/E
Horizontal bars										R	R/E	R/E	R/E

STRAND: Gymnastics

KEY
I = Introduce
R = Refine/Review
E = Expand
0 = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Still rings										R	R/E	R/E	R/E
Pommel horse										R	R/E	R/E	R/E
Long horse vaulting										R	R/E	R/E	R/E
Uneven Parallel bars										R	R/E	R/E	R/E
Balance Beam										R	R/E	R/E	R/E
Side Horse Vaulting										R	R/E	R/E	R/E
Individual													
Juggling										R	R/E	R/E	R/E
Unicycle										R	R/E	R/E	R/E
Foot Bag (Hacky Sack)										R	R/E	R/E	R/E
Rope Skipping										R	R/E	R/E	R/E
Scooter Board										R	R/E	R/E	R/E
Rope/Peg Board Climbing										R	R/E	R/E	R/E
Group													
Blanket Volleyball										R	R/E	R/E	R/E
Cage Ball/Earth Ball										R	R/E	R/E	R/E
Tug-o-War										R	R/E	R/E	R/E
Parachute										R	R/E	R/E	R/E
Obstacle Course										R	R/E	R/E	R/E
Hand Eye										0	0	0	0
Foot Eye										0	0	0	0

STRAND: Gymnastics

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Balance										0	0	0	0
Rhythm										0	0	0	0
Gross Motor										0	0	0	0
4-Square										0	0	0	0
Hop Scotch										0	0	0	0
Locomotor										R/E	R/E	R/E	R/E
Non-Locomotor										R/E	R/E	R/E	R/E

STRAND II

LEISURE ACTIVITIES

STRAND STATEMENT

The leisure activities strand is presented for the purpose of providing students with a variety of activities that they may enjoy throughout their entire school and adult life.

Leisure activities are interwoven through the entire curriculum; however, the prime impact will be realized as participants become involved in selecting a personal activity program. Leisure activities may be used to relieve the stressful encounters found in daily living.

This strand provides the following background: (1) history, (2) rules, (3) care and selection of equipment, (4) safety, (5) fundamental techniques and skills, (6) strategy, and (7) practice techniques.

SUMMARY OF ACTIVITIES:

If the student is unable to demonstrate proficiency with one of the skills at this level, refer to the Middle School Guidelines for fundamental skills progression.

1. Archery
2. Backpacking
3. Boating/Water Safety
4. Bowling
5. Camping
6. Cycling
7. Fishing
8. Flying Disc Sports
9. Ice Skating
10. Orienteering
11. Roller Skating
12. Shuffleboard
13. Swimming
14. Table Tennis

ADDITIONAL ACTIVITIES

The parameters of this publication are such that all activities cannot be addressed with the same emphasis. Learning results and implications are outlined for selected activities without reference to their importance. A variety of additional activities are listed as "Optional" without (intention to) de-emphasizing their value to the total curriculum.

1. Canoeing and/or Sailing
2. Croquet
3. Horseshoes
4. Pool/Billiards
5. Shooting
6. Skiing

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LEISURE ACTIVITIES

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Archery**	1a. The student understands how to select and maintain equipment; the safe use of appropriate archery equipment; and the fundamental skills of archery, e.g., stance, posture, grip, nocking, draw, release, follow through, aiming. (C)	1a. The teacher provides information and demonstration on selection and care of archery equipment, fundamental techniques, and safety.
	1b. The student demonstrates the intermediate/advanced skills of archery and applies all knowledge learned through proper application. (P)	1b. The teacher provides maximum opportunities for students to practice and participate safely in archery skills designed to develop proficiency.
	1c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	1c. The teacher encourages the student to continue participation in archery activities and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
2. **Backpacking**	2a. The student understands how to select and maintain equipment for backpacking, the safety procedures, survival skills and conditioning requirements for backpacking; and the techniques of backpacking, e.g., using pack, compass, map reading, and hiking skills. (C)	2a. The teacher provides information and demonstrations on selection and maintenance of backpacking equipment, safety procedures, survival skills, conditioning requirements, techniques of backpacking, and how to apply this knowledge.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
2. **Backpacking** (Continued)	2b. The student demonstrates proficiency in the intermediate/advanced techniques of backpacking and is able to apply knowledge in actual backpacking situations. (P)	2b. The teacher provides opportunities for safe practice and participation in activities that develop proper basic backpacking skills, safety techniques, map reading and hiking, e.g., day hikes.
	2c. The student demonstrates cooperative behavior, proper etiquette, and a general willingness to participate in backpacking. (A)	2c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
3. **Boating/Water Safety** A. **Water Safety** B. **Boating**	3a. The student understands procedures of safety as related to water activities; water traffic rules; navigation techniques; rescue techniques; how to select, maintain, launch, dock, secure, and navigate a boat; and the correct history, terminology and communication skills necessary for boat navigation. (C)	3a. The teacher provides information and demonstrations on correct water safety procedures, navigation techniques, rescue techniques, boat selection and care, and history and terminology.
	3b. The student demonstrates proficiency in boating/water safety techniques and skills as they relate to local, regional and international waters. (P)	3b. The teacher provides the student with a variety of activities for the development of water safety skills and techniques through the use of films and actual water experiences.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
3. **Boating/Water Safety** (Continued)	3c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	3c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
4. **Bowling**	4a. The student understands the history, rules, strategy and scoring, techniques necessary to bowl a regulation game; bowling terminology, safety rules, etiquette, selection of the proper ball and shoes; and the following skills and techniques: stance, approach, delivery, straight ball, hook ball, and spot and pin bowling. (C)	4a. The teacher provides information and demonstration on the history, rules, strategy, and scoring techniques needed to bowl, stance, approach, deliver, pin bowl, spot bowl, hook ball and straight ball, and information on selection of ball and shoes.
	4b. The student demonstrates proficiency in intermediate/advanced bowling skills. (P)	4b. The teacher provides opportunities to practice safely and develop the following bowling skills and techniques: stance, approach, delivery, straight ball, hook ball, and spot and pin bowling.
	4c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	4c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
5. **Camping**	5a. The student understands how to select, maintain, and use appropriate camping equipment and the fundamental camping procedures, e.g., site selection, campfire building, tent pitching, cooking, map and compass reading, first aid. (C)	5a. The teacher provides information and demonstration relative to camping equipment and fundamental camping procedures.
	5b. The student demonstrates proficiency in the fundamental skills of camping as applied in actual situations. (P)	5b. The teacher provides maximum opportunities for the student to practice and participate safely in planned camping activities, e.g., overnight trips, in-school simulations.
	5c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	5c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
6. **Cycling**	6a. The student understands the history, safety procedures, traffic laws for cycling, e.g., hazard awareness, signaling, positioning, in/out of traffic, fundamental cycling skills and techniques: mounting and dismounting, balancing, body position, cadence, emergency stops, maneuvering, pacing, braking, gear selection, ankling, the parts and proper maintenance of the cycle, and cycling terminology. (C)	6a. The teacher provides information and demonstration of the proper techniques of safe cycling, on the parts and the proper maintenance of the cycle, and proper fundamental cycling skills.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
6. **Cycling** (Continued)	6b. The student demonstrates intermediate/advanced fundamental cycling skills and technique using a variety of equipment in different situations. (P)	6b. The teacher provides safe practice opportunities to refine and develop proper cycling techniques through field experiences.
	6c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	6c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
7. **Fishing**	7a. The student understands how to select and maintain fishing equipment and the fundamental techniques of fishing, e.g., setting up, knot tieing, baiting hooks, casting, setting the hook, fish playing, netting, removing the hook, reading the water, selecting lures and bait, applying game laws and safety rules, and understanding habits of different species. (C)	7a. The teacher provides information and demonstrations on proper selection and maintenance of equipment, fundamental fishing skills, and fishing techniques.
	7b. The student demonstrates proficiency in the intermediate/advanced techniques of fishing using a variety of methods and applications of knowledge. (P)	7b. The teacher provides safe practice opportunities to refine and develop proper fishing techniques through the use of guest speakers, field trips, etc.
	7c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	7c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
8. **Flying Disc Sports**	8a. The student understands rules, strategies, and techniques used in disc sports; how to select the proper disc and keep score in varous disc activities; and the fundamental skills involved in disc sports, e.g., grips, stance, delivery, release, follow through, and reception. (C)	8a. The teacher provides information and demonstration of rules, strategies and techniques of disc sports; selection of a proper disc; how to keep score; various disc activities; and fundamental skills involved in disc sports.
	8b. The student demonstrates proficiency in the intermediate/advanced skills of disc sports. (P)	8b. The teacher provides safe practice opportunities to refine and develop the fundamental skills involved in the various disc sports, e.g., frisbee ultimate frisbee team frisbee net frisbee.
	8c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	8c. The teacher provides for a learning atmosphere that allows the student an opportunity to develop cooperative behavior, proper etiquette, knowledge of skills, and a general appreciation for the activity.
9. **Ice Skating**	9a. The student understands the history and techniques of ice skating; the terminology, safety rules and proper etiquette; how to select the proper equipment and clothing; and the fundamental skills of ice skating, e.g., forward, backward, turning, stopping, changing directions, falling, getting up. (C)	9a. The teacher provides information and demonstrations on the history, maintenance and selection of equipment, terminology, safety rules, proper etiquette, and the intermediate/advanced skills of ice skating.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
9. **Ice Skating** (Continued)	9b. The student demonstrates proficiency in the fundamental skills of ice skating both individually and with a partner. (P)	9b. The teacher provides safe practice opportunities to refine and develop fundamental skills used in ice skating, using films, lecture, and ice practice.
	9c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	9c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
10. **Orienteering**	10a. The student understands how to select the proper compass, maps, and other necessary equipment; orienteering terminology and how to read a compass; and maps on the basic safety procedures for orienteering activities. (C)	10a. The teacher provides information and learning experiences related to the various activities needed to take part in orienteering.
	10b. The student demonstrates proficiency in the intermediate/advanced skills involved in orienteering. (P)	10b. The teacher provides specific opportunities that will safely develop orienteering skills, e.g., compass courses, short course, long course.
	10c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	10c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
11. **Roller Skating**	11a. The student understands the history of terminology and safety rules; how to select the proper equipment and clothing; and how to identify and repair defective equipment. (C)	11a. The teacher provides information and demonstration on the history, selection of equipment and techniques of roller skating.
	11b. The student demonstrates the fundamental skills of roller skating, e.g., starting, stopping, skating forward, backward, and turning. (P)	11b. The teacher provides opportunities to practice and encourages enrichment activities for continued development and refinement of described skills and techniques.
	11c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	11c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
12. **Shuffleboard**	12a. The student knows and understands the strategies, scoring, and terminology of shuffleboard. (C)	12a. The teacher provides information and demonstration for the development of rules, strategies and scoring.
	12b. The student demonstrates the proper techniques used in shuffleboard. (P)	12b. The teacher provides opportunities to develop and practice shuffleboard skills (touch) and to participate in shuffleboard game.
	12c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	12c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.

CONTENT		STUDENT OUTCOMES		TEACHING IMPLICATIONS
13. **Swimming**	13a.	The student understands basic safety factors related to water activities and the swimming preparatory skills, e.g., graded immersion, open eyes under water, face in water, blow bubbles, jelly-fish float, prone float, supine float, vertical float, kicking; the fundamental techniques of swimming strokes, e.g., crawl, elementary back stroke, and back crawl; the mechanics of a front dive; and the reason behind knowing safety skills, preparatory skills, basic strokes, and front dive in swimming. (C)	13a.	The teacher provides information, clarification, and demonstration of basic safety factors and skills related to water activities.
	13b.	The student demonstrates proficiency and improvement on an individual level in the basic and advanced swimming strokes. (P)	13b.	The teacher provides safe practice opportunities for the student to refine basic swimming strokes and skills based on individual needs as measured by a pre-instruction assessment.
	13c.	The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	13c.	The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
14. **Table Tennis**	14a.	The student understands rules, strategy, equipment selection and maintenance, and technique to play table tennis. (C)	14a.	The teacher provides information and demonstrations on the rules, strategy, terminology and technique to play table tennis.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
14. **Table Tennis** (Continued)	14b. The student demonstrates proficiency in advanced/intermediate table tennis skills, e.g., serve, grip, forehand, backhand, smash, lob, spin. (P)	14b. The teacher provides opportunities to practice and develop table tennis skills.
	14c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	14c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.

HIGH SCHOOL
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Leisure Activities

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Camping										R/E	R/E	R/E	R/E
Archery										R/E	R/E	R/E	R/E
Fishing										R/E	R/E	R/E	R/E
Cycling											R/E	R/E	R/E
Backpacking/Hiking											R/E	R/E	R/E
Boating/Water Safety										I	R/E	R/E	R/E
Bowling										R/E	R/E	R/E	R/E
Ice Skating										R/E	R/E	R/E	R/E
Roller Skating										I	R/E	R/E	R/E
Fencing										I	R/E	R/E	R/E
Shuffleboard										I	R/E	R/E	R/E
Orienteering										R/E	R/E	R/E	R/E
Table Tennis (Ping-Pong)										R/E	R/E	R/E	R/E
Swimming (Aquatics)										R/E	R/E	R/E	R/E
Flying Disc										R/E	R/E	R/E	R/E
Horseshoes										R/E	R/E	R/E	R/E

STRAND III

PHYSICAL FITNESS

STRAND STATEMENT

It is important for each individual to gain and maintain a level of fitness that will meet the stressful demands of society.

Physical fitness can be defined as the capability of the body, especially the heart, blood vessels, lungs and muscles to function at optimal efficiency.

These guidelines emphasize the following components for developing physical fitness: body composition, flexibility, endurance, (muscular, cardio-vascular, and cardiorespiratory), and muscular strength.

Physical fitness not only affects the physical, but also the mental, emotional and social well being of each individual performance in the total curriculum.

SUMMARY OF ACTIVITIES:

If the student is unable to demonstrate proficiency with one of the skills at this level, refer to the Middle School Guidelines for fundamental skills progression.

1. Body Composition
2. Flexibility
3. Cardiorespiratory endurance
4. Muscular strength and endurance

PHYSICAL FITNESS

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Body Composition**	1a. The student understands the comparison of lean body mass to body fat in relation to nutrition and exercise and is aware of various measurement techniques, e.g., skin fold, hydrostatic weighing. (C)	1a. The teacher provides information and demonstration on the comparison and measurement technique of lean body mass to body fat.
	1b. The student demonstrates needed improvement in body composition through the use of personal charts and individually prescribed activity. (P)	1b. The teacher provides maximum safe opportunities for change in body composition through a variety of methods, e.g., nutrition analysis, exercise, prescription.
	1c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	1c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, encouragement and a general appreciation for the activity.
2. **Flexibility**	2a. The student understands what role the components of flexibility play in total fitness and how to achieve increased flexibility. (C)	2a. The teacher provides information and demonstration on the components of flexibility and how to achieve it.
	2b. The student demonstrates improvement in flexibility through the use of personal charts and a variety of activities. (P)	2b. The teacher provides a variety of safe activities to achieve and maintain a high level of flexibility, e.g., daily stretching program of 5-7 minutes, side stretch, lateral leg stretch, heel cord stretch, etc.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
2. **Flexibility** (Continued)	2c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	2c. The teacher provides encouragement to attain the safe range of flexibility fitness and a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
3. **Endurance**	3a. The student understands the components and benefits of physical endurance, i.e., cardiovascular, cardiorespiratory, and muscular, and how to achieve an optimal level of fitness in these areas. (C)	3a. The teacher provides information and demonstration of the factors included in cardiovascular, cardiorespiratory and muscular endurance.
	3b. The student demonstrates improvement and proficiency in cardiovascular, cardiorespiratory, and muscular endurance through the use of performance profiles and as measured by endurance assessments. (P)	3b. The teacher provides a variety of activities that will enable improvement in cardiovascular, cardiorespiratory, and muscular endurance, e.g., endurance runs, rope skipping, weight training at low weight--high repetitions.
	3c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	3c. The teacher provides encouragement to strive for fitness endurance in the three areas through a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
4. Strength	4a. The student knows the importance and benefits of and the techniques used to achieve and maintain cardiovascular, cardiorespiratory, and muscular strength. (C)	4a. The teacher provides information and demonstration on the benefits gained from achieving cardiovascular, cardiorespiratory, and muscular strength.
	4b. The student demonstrates improvement in strength through the use of performance profiles and as measured by individual strength assessments. (P)	4b. The teacher provides a variety of safe activities that will allow the student to experience an improvement in strength, e.g., individual weight training program, circuit training.
	4c. All students are expected to demonstrate cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	4c. The teacher provides encouragement to strive for strength through a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.

HIGH SCHOOL
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Physical Fitness

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Body Composition										R/E	R/E	R/E	R/E
Flexibility										R/E	R/E	R/E	R/E
Endurance													
Cardiovascular										R/E	R/E	R/E	R/E
Cardiorespiratory										R/E	R/E	R/E	R/E
Muscular										R/E	R/E	R/E	R/E
Strength													
Cardiovascular										R/E	R/E	R/E	R/E
Cardirespiratory										R/E	R/E	R/E	R/E
Muscular										R/E	R/E	R/E	R/E

STRAND IV

RHYTHMS

STRAND STATEMENT

The rhythms strand provides opportunity for the student to participate in activities that develop an appreciation for movement to music, refinement of social skills, fitness and leisure activity.

This unit provides the student with background in the following: (1) history, (2) value of sustained movement, (3) fundamental locomotor movements, (4) basic dance steps, and (5) learning sequences.

This background culminates in dance activities.

SUMMARY OF ACTIVITIES:

If the student is unable to demonstrate proficiency in one of the skills at this level, refer to the Middle School Guidelines for fundamental skills progression.

1. Aerobic Dance

2. Social (Traditional)

   A. Ballroom Dance
   B. Folk Dance
   C. Square Dance

3. Modern

4. Popular/Contemporary Dance

SUGGESTED REFERENCES

The Aerobic Program for Total Well-Being, Dr. K. N. Cooper, M. Evans and Co., New York, 1982.

Dance A While, Jane A. Harris, et al, Burgess Publishing Co., Minneapolis, Minn.

Physical Education Handbook, Seventh Edition, Seaton, Schmottlach, Clayton, Leibee, Messersmith, 1983, Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632.

RHYTHMS

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
1. **Aerobic Dance**	1a. The student understands the definition, history and safety procedures involved in aerobic dance; how to establish and monitor target heart rate; the value of sustained dance movements to music; and the fundamental locomotor movements pertaining to music, e.g., walking, running, leaping, jumping, and hopping. (C)	1a. The teacher provides information and demonstration on history definitions and safety procedures involved in aerobic dance, the techniques for measuring and monitoring heart rate, and demonstration in techniques of aerobic dance.
	1b. The student demonstrates proficiency and individual improvement in the skills used for participation in aerobic dance activities. (P)	1b. The teacher provides maximum safe opportunity for the student to develop and improve aerobic fitness through appropriate and continued participation and practice and encourages the student to participate in aerobic dance outside of the school program.
	1[illegible]. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	1c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
2. **Social Dance** a. **Ballroom** b. **Folk** c. **Square**	2a. The student understands the history, etiquette, social skills, values and fundamental dance steps. (C)	2a. The teacher provides demonstrations of fundamental dance steps and provides the necessary and unique information relative to history and social skills necessary for successful participation.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
2. **Social Dance** (Continued)	2b. The student demonstrates competencies for participation in social dance including etiquette and basic fundamentals, e.g., waltz polka ethnic folk dances etc. (P)	2b. The teacher provides maximum opportunities to practice and refine dance skills and sequences and facilitates dialogue opportunities whereby the student recognizes values of dance skills to supplement social development.
	2c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	2c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
3. **Modern Dance**	3a. The student understands the history, proper warm up techniques, and safety procedures of modern dance; the basic skills and techniques of running, walking, leaping, hopping, jumping, gallop, slide step; the broad skills of falling, turning, and spirals; and the aesthetic principles of balance, repetition, contrast, unity, sequence, transition and variety which are present in a finished choreographed dance. (C)	3a. The teacher provides information on the history of modern dance and demonstration on the proper warm up techniques and safety procedures of modern dance.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
3. **Modern Dance** (Continued)	3b. The student demonstrates proficiency in the basics of modern dance and develops a choreographed modern dance at the intermediate level either individually or as part of a group. (P)	3b. The teacher provides maximum opportunities for safe practice and participation in drills and activities for the development and refinement of modern dance techniques and in activities designed to develop the students ability to choreograph modern dance.
	3c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	3c. The teacher should provide a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
4. **Popular/ Contemporary Dance**	4a. The student understands the history, etiquette, value, and fundamental movements of the dance. (C)	4a. The teacher provides demonstrations and information in fundamental movements.
	4b. The student demonstrates competencies for participation in popular dance, e.g., break dance. (P)	4b. The teacher provides maximum opportunities to practice safely and refine movements and sequences of currently popular dances to which students relate.
	4c. The student demonstrates cooperative behavior, a general willingness to participate, and an appreciation for the activity. (A)	4c. The teacher provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, self-motivated participation, leadership skills, and a general appreciation for the activity.

HIGH SCHOOL
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Rhythms

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Aerobics										R/E	R/E	R/E	R/E
Dancercize										I	R/E	R/E	R/E
Social Dance													
Ballroom										I	R/E	R/E	R/E
Folk (Round)										I/R	R/E	R/E	R/E
Square/Control Dance										I/R	R/E	R/E	R/E
Current Popular Dance										I/R	R/E	R/E	R/E
Creative Rhythms										R/E	R/E	R/E	R/E
Singing Games and Dance										R/E	R/E	R/E	R/E

STRAND V

SPORTS SKILLS (INDIVIDUAL/DUAL, TEAM)

STRAND STATEMENT

The sports skills strand exposes the student to a variety of activities that, through participation, enable the participant to make intelligent decisions regarding activity and its relationship to one's personal well-being (e.g., social skills, physical fitness, spectator awareness.)

The sports skills strand provides the student background in the following: (1) history, (2) rules, (3) strategies, (4) safety, (5) fundamentals, (6) skills and techniques, (7) equipment selection and care, and (8) practice technique.

This background will prepare the student for participation in a variety of individual/dual and team sport skills and games.

SUMMARY OF ACTIVITIES:

If the student is unable to demonstrate proficiency in one of the skills at this level, refer to the Middle School Guideline for fundamental skills progression.

A. Individual/Dual

1. Badminton
2. Cross Country
3. Fencing
4. Golf
5. Pickleball
6. Racquetball
7. Tennis
8. Track and Field
9. Weight Training

B. Additional Individual/Dual Activities

The parameters of this publication are such that all activities cannot be addressed with the same emphasis. Learning results and implications are outlined for selected activities without reference to their importance. A variety of additional activities are listed as "optional" without (intention to) de-emphasizing their value to the total curriculum.

1. Handball
2. Paddleball
3. Self-Defense (Martial Arts)
4. Soft-Tennis
5. Wind surfing
6. Wrestling

C. Team Activities

1. Basketball
2. Field Hockey
3. Soccer
4. Softball
5. Speedball
6. Team Handball
7. Volleyball

D. Additional Team Activities

The parameters of this publication are such that all activities cannot be addressed with the same emphasis. Learning results and implications are outlined for selected activities without reference to their importance. A variety of additional activities are listed as "optional" without (intention to) de-emphasizing their value to the total curriculum.

1. Flickerball
2. Floor Hockey
3. Football
4. Hocker
5. LaCrosse
6. Rugby

7. Walleyball

8. Water Polo

SUGGESTED REFERENCES

1. Athletic Institute Sports Series, The Athletic Institute, North Palm Beach, FL 60654.

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SPORTS SKILLS (INDIVIDUAL/DUAL, TEAM)

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
INDIVIDUAL/DUAL		
1. **Badminton**	1a. The student understands the history; rules; court dimensions; safety procedures; how to select and care for equipment; and the basic fundamentals of badminton, e.g., stance, grip, footwork, court position, forehand clear, backhand clear, drive, smash, drop, and short and deep serve; the strategies and rules for singles and doubles; and the application of rules, skills and strategies. (C)	1a. The teacher provides information and demonstration on history, e.g., rules, court dimensions, safety procedures, selection and care of equipment, and on basic fundamentals, strategies and skills of badminton.
	1b. The student demonstrates proficiency in the intermediate and advanced skills while successfully participating in the game of badminton. (P)	1b. The teacher provides maximum opportunities for safe development and refinement of skills and strategies through directed practice and game situations.
	1c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of badminton. (A)	1c. The teacher encourages the student to continue participation in badminton and work toward excellence, and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of badminton.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
2. **Cross Country**	2a. The student understands the rules, safety regulations, running etiquette, selection of proper clothing and shoes, correct methods of stretching, appropriate warm-up procedures, running surfaces, cool-down, and the importance and efficiency of correct running form; the student also understands the basic cross country running skills, e.g., pacing, striding, hill running (up and down), sprinting, breathing technique, and strategies involved in running a cross country race, e.g., start (group), passing, corner cutting, grouping of runners, and finishing. (C)	2a. The teacher provides information and demonstration on rules, safety, running etiquette, selection of proper clothing and shoes, stretching and warm-up procedures, running surfaces, cool-down, and basic fundamentals, skills, and on strategies pertaining to cross country running.
	2b. The student demonstrates proficiency of fundamental skills while successfully participating in cross country. (P)	2b. The teacher provides participation and practice opportunities for the student in activities for development of skills and strategies in cross country, e.g., road races, overland runs 1-2½ miles.
	2c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of cross country. (A)	2c. The teacher encourages students to continue to participate in cross country running, and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of cross country.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
3. **Fencing**	3a. The student understands correct selection, care and safety procedures regarding equipment; appropriate personal warm-up and stretching exercises; history, terminology, rules, scoring and officiating, strategy, and the etiquette of fencing; and the fundamental fencing skills, e.g., gripping the foil, salute, on-guard, advance, retreat, lunge, defense, right of way, guard positions and engagements, advance lunge, disengagement attack, compound parries, one-two, counter parries, double, low line parries, beat attack. (C)	3a. The teacher provides information and demonstrations on selection and care of equipment, safety, warm-up, history, rules, and information that helps students acquire fencing skills and knowledge.
	3b. The student demonstrates a proficiency of fundamental skills while successfully participating in fencing. (P)	3b. The teacher provides safe opportunities for students to practice the fundamental skills of fencing stressing proper safety procedures.
	3c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of fencing. (A)	3c. The teacher encourages students to continue participation in fencing bouts and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of fencing.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
4. **Golf**	4a. The student understands the history and safety procedures; selection and care for equipment; and the basic fundamentals, e.g., grip, stance, address, alignment, principals of ball flight, take away, back swing, transition, down swing, impact, follow-through; short irons, long irons, woods, chipping, pitching, putting; the basic rules, strategies and application of knowledge fundamentals; and skills as they relate to golf participation. (C)	4a. The teacher provides information on history, safety, equipment, scoring, strategies, rules, basic fundamentals, skills and shots, and on principals of ball flight in golf.
	4b. The student demonstrates a proficiency of skill while successfully participating in various skill building activities and in a game situation. (P)	4b. The teacher provides maximum opportunities for safe practice and participation in a variety of drills and activities to develop, refine and practice fundamentals, skills, and strategies in golf, i.e.; PGA Jr. Golf program.
	4c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of golf. (A)	4c. The teacher encourages continued development and participation in golf and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of golf.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
5. **Pickleball**	5a. The student understands, the history, rules, and safety procedures; selection and care for equipment; and the basic fundamentals of pickleball, e.g., stance, grip, footwork, court position; forehand, backhand, drive, lob, smash, and serve (short and long); strategies for both singles and doubles play; and how to apply the rules, skills, and strategies of a regulation pickleball game. (C)	5a. The teacher provides information and demonstration on history, rules, safety, equipment, strategies, basic fundamentals and skills of pickleball.
	5b. The student demonstrates a proficiency of intermediate and advanced skills while successfully participating in skill drills and games of pickleball using an individual and doubles format. (P)	5b. The teacher provides safe opportunity for the development and refinement of skills and related strategies of pickleball concentrating on hand-eye coordination and paddle handling skills.
	5c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of pickleball. (A)	5c. The teacher encourages the student to continue participation in pickleball and work toward excellence, and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of pickleball.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
6. **Racquetball**	6a. The student understands the rules, history, selection and care of the basic equipment; e.g., shoes, eye protector, glove, racket, ball; the basic fundamentals of the game, e.g., stance (ready position), grips, court position, footwork; the basic strokes; e.g., serves, forehand, backhand, ceiling (overhead); and the basics of each stroke, e.g., body position, head position, wrist position, backswing, follow-through, impact position; the basic shots of racquetball, e.g., ceiling, pass (straight and cross-court), straight kill and pinches, Z-ball, lob, Z-serve, drive; the rules and strategies of singles, doubles, and cutthroat; and applies knowledge of rules, strategies, fundamentals and skills to the game of racquetball. (C)	6a. The teacher provides demonstrations and information on rules, history, safety procedures, equipment, basic fundamentals, basic strokes and how to execute them, basic shots and serves and the rules and strategies of singles, doubles, and cutthroat racquetball.
	6b. The student demonstrates a proficiency of skill while successfully participating in appropriate skill drills and in games of racquetball on an individual and partner level. (P)	6b. The teacher provides maximum safe opportunities for the student to practice and participate in drills; activities; and games which will develop, refine, and practice the fundamentals, skills and strategies of racquetball, e.g., hand-eye coordination, 4-square with racquets.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
6. **Racquetball** (Continued)	6c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of racquetball. (A)	6c. The teacher encourages the student to excel and continue to participate in racquetball and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of racquetball.
7. **Tennis**	7a. The student understands the history, rules, safety procedures, selection and care for equipment; the basic fundamentals; e.g., stance (ready position), grips and how to change, footwork, court position; the basic strokes, e.g. forehand/backhand volley, forehand/backhand ground strokes, approach shots, serves, half volleys, lobs, smash (overhead); the basic rules and strategies of singles and doubles; and techniques of tennis. (C)	7a. The teacher provides information and demonstration on history, rules, safety procedures, care and selection of equipment, and basic fundamentals, strokes and strategies of tennis.
	7b. The student demonstrates skill proficiency while successfully participating in drills designed to increase individual skills in the games of singles and doubles tennis. (P)	7b. The teacher provides maximum opportunities for safe practice and participation in tennis activities that allow development, refinement, and practice of tennis fundamentals, skills and strategies, e.g., U.S.T.A. Court Star Program

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
7. **Tennis** (Continued)	7c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of tennis. (A)	7c. The teacher encourages the student to excel and continue participation in tennis and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of tennis.
8. **Track and Field**	8a. The student understands, reviews and expands knowledge of the basic rules, safety, terminology, history; the care for equipment; importance of warm-up; appropriate stretching and cool-down for prevention of injury; efficiency of movement; and the skills and strategies for events, e.g., running, sprinting, middle and long distances, hurdles and relays; high jump, long jump and triple jump. (C)	8a. The teacher provides information and demonstration on history, rules, terminology, safety, selection and care for equipment, appropriate warm-up, stretching and cool-down, and basic skills and strategies for track and field events.
	8b. The student demonstrates skill proficiency while successfully participating in the various events of track. (P)	8b. The teacher provides maximum safe opportunities for development and refinement of skills and strategies necessary to participate in track events, e.g., sprints--100-200-400 meters, mid-distance--800-1500 meters, long distance--3000 meters, relays--pursuit and shuttle, throwing events--as per individual school safety evaluations.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
8. **Track and Field** (Continued)	8c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of track and field. (A)	8c. The teacher encourages students to develop a continued personal interest in the benefits of track and field activities, and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of track and field.
9. **Weight Training**	9a. The student understands the history, safety, types of equipment, terminology, basic muscle physiology, anatomy, nutrition, body composition, theory, myths and popular training programs; the basic fundamental techniques for weight lifting; e.g., grips, breathing; and spotting; training methods, e.g., low repetition, endurance, power/strength, body building; and fundamentals of basic lifts, e.g., technique, body parts affected, safety, lifting tips. (C)	9a. The teacher provides information and demonstration in history, safety, types of equipment, terminology, basic muscle physiology, anatomy, nutrition, body composition, theory, myths and popular training programs, and basic fundamental techniques, training methods, and basic lifts necessary for weight training.
	9b. The student demonstrates a proficiency of skills while successfully participating in efficient weight training based on individual goals and programs. (P)	9b. The teacher provides opportunities for students to practice techniques and participate safely in weight training programs designed on an individual basis to improve general strength and fitness or specific areas of assessed weakness.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
9. **Weight Training** (Continued)	9c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of weight training. (A)	9c. The teacher provides encouragement for continued participation and understanding of benefits related to weight training, and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of weight training.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
TEAM		
1. **Basketball**	1a. The student understands, reviews, and expands the history, rules, strategies and safety precautions of basketball; the basic fundamentals of individual offensive skills, e.g., pivoting, dribbling, passing, shooting, pass receiving, rebounding, driving (crossover, direct drive), screening; the following offensive plays, e.g., give and go, pass and screen away, pick and roll; the defensive fundamentals, e.g., stance and footwork, and zone/man to man defense; and the basic rules, strategies, and skills, and is able to apply them to game situations of basketball. (C)	1a. The teacher provides information and demonstration on history, strategies, rules, safety precautions, individual offensive skills, offensive plays, and defensive fundamentals.
	1b. The student demonstrates proficiency while successfully participating in intermediate and advanced skill drills and games of basketball. (P)	1b. The teacher provides maximum opportunities for safe practice and participation in drills, activities and games that develop and refine skills, knowledges and strategies that relate to activities outside of school.
	1c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of basketball. (A)	1c. The teacher provides encouragement for continued development and participation in basketball through a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of basketball.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
2. **Field Hockey**	2a. The student understands, refines, and expands the history, rules and safety procedures for field hockey; how to select and care for equipment; the fundamentals of the grip and stance; the basic skills, e.g., dribble, drive, field, passing (push-pass, flick), dodge (left, right,) tackle, goal-keeping; the basic strategies, e.g., bully, penalty stroke, corner (long, short), free hit, push-in, offensive playing hints; and defensive playing hints, the fundamental skills and strategies necessary to play a field hockey game. (C)	2a. The teacher provides demonstrations and information on history, rules, safety, selection and care of equipment, fundamental grip, stance, basic skills, and strategies.
	2b. The student demonstrates proficiency while successfully participating in fundamental skill drills and games of field hockey. (P)	2b. The teacher provides opportunities for acquiring, practicing and the refining the skills needed for safe successful participation, e.g., dribbling, passing, goal tending.
	2c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of field hockey. (A)	2c. The teacher encourages the student to participate in quality field hockey games and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of field hockey.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
3. **Soccer**	3a. The student understands, refines, and expands the history, rules, safety precautions, and strategies; the basic offensive and defensive fundamentals; rules and strategies; and can apply them to playing situations. (C)	3a. The teacher provides information and demonstration on history, rules, strategies, safety and field requirements, and basic offensive and defensive fundamentals of soccer.
	3b. The student demonstrates a proficiency of skill while successfully participating in intermediate and advanced skill drills and soccer games. (P)	3b. The teacher provides maximum opportunities to practice and participate safely in drills, activities and games that develop, and refine strategies and skills based on individual skill and interest levels.
	3c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of soccer. (A)	3c. The teacher provides encouragement for continued quality participation in soccer games and activities and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of soccer.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
4. **Softball**	4a. The student understands, refines, and expands history, terminology, safety considerations, and rules; the basic fundamentals of hitting, e.g., grip, stance, stride, hand and arm action, head position, leg drive; the basic fundamentals of infield play, e.g., fielding ground balls, fielding fly balls, covering bases, throwing; the basic fundamentals of outfield play, e.g., catching ground balls, catching fly balls, throwing, playing hitters and situations; the fundamentals of baserunning, e.g., running through first base, taking turn at first, rounding bases, sliding, tagging; and is able to use them to participate in game activity. (C)	4a. The teacher provides information and demonstrations on history, terminology, safety, rules, fundamentals of hitting, infield play, outfield play, and baserunning.
	4b. The student demonstrates a proficiency of skill while successfully participating in intermediate and advanced skill drills and games of softball. (P)	4b. The teacher provides maximum opportunities to practice and participate safely in activities that develop and refine skills, strategies and knowledge of softball including slow pitch, modified fast pitch, and fast pitch as they relate to community based programs.
	4c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	4c. The teacher encourages continual participation and skills development and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.

CONTENT		STUDENT OUTCOMES		TEACHING IMPLICATIONS
5. **Speedball**	5a.	The student understands, refines, and expands the history, rules, and safety procedures; the basic skills and techniques, e.g., catching, soccer-style dribbling, passing, converting, drop kicking, punting, heading; the basic offensive and defensive strategies; and fundamental skills and strategies in speedball. (C)	5a.	The teacher provides information and demonstration on history, rules, safety procedures, basic skills and techniques, and basic offensive and defensive fundamentals of speedball.
	5b.	The student demonstrates a proficiency of skill while successfully participating fundamental skill drills and a game of speedball. (P)	5b.	The teacher provides opportunities for safe practice and participation in drills and activities for the development and refinement of speedball skills and strategies.
	5c.	The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	5c.	The teacher provides encouragement for continued development and participation in speedball and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of speedball.
6. **Team Handball**	6a.	The student understands, refines, and expands the history, rules, safety procedures, basic skills and the techniques, e.g., passing, dribbling, catching, shooting, goal keeping, guarding, blocking; the basic offensive and defensive strategies; and the fundamental skills and strategies necessary to play team handball. (C)	6a.	The teacher provides information and demonstration on history, rules, safety procedures, basic skills and techniques, and basic offensive and defensive fundamentals of team handball.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
6. **Team Handball** (Continued)	6b. The student demonstrates a proficiency of skill while successfully participating in fundamental skill drills and games of team handball. (P)	6b. The teacher provides maximum opportunities for safe practice and participation in drills and activities for the development and refinement of team handball skills and strategies, e.g., passing, shooting, defense.
	6c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity. (A)	6c. The teacher provides encouragement for continued skill development and participation in team handball and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity.
7. **Volleyball**	7a. The student understands, refines, and expands history, rules, terminology and safety, and the basic skills, e.g., pass--forearm, overhead (set), underhand, dig; hitting--spike, dink; blocking; serving--overhand and underhand, strategies of court position, offensive team play, defensive team play, necessary to play volleyball. (C)	7a. The teacher provides information and demonstration for history, rules, terminology, safety, skills and strategies of volleyball.
	7b. The student demonstrates a proficiency of skill while successfully participating in intermediate and advanced skill drills and games of volleyball. (P)	7b. The teacher provides maximum opportunities for students to practice safely acquired skills and knowledge in drills, games, and activities using a variety of activities designed for competitive power volleyball and recreational type games.

CONTENT	STUDENT OUTCOMES	TEACHING IMPLICATIONS
7. **Volleyball** (Continued)	7c. The student demonstrates cooperative behavior, proper etiquette, a general willingness to participate, observable leadership skills, and an appreciation for the activity of volleyball. (A)	7c. The teacher encourages continued skill development and participation in volleyball and provides a learning atmosphere that allows the student an opportunity to develop cooperative participation, proper etiquette, self motivated participation, leadership skills, and a general appreciation for the activity of volleyball.

HIGH SCHOOL
SCOPE AND SEQUENCE

As with any sound educational program, the activities listed in this scope and sequence are based upon skills learned at the previous grade level. Therefore, in observing the K-12 progression of activities it should be noted that skills appearing at the introductory level for more than one grade level indicate introduction in a different form or movement pattern and at a progressively higher skill level.

This series of scope and sequence charts illustrates the suggested developmental phases of a variety of activities representing the seven strands of the curriculum guidelines. Although the primary focus of these charts is in the psychomotor domain, the integration of all three domains is essential to a sound program in physical education.

STRAND: Sports Skills

KEY
I = Introduce
R = Refine/Review
E = Expand
O = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Individual/Dual:													
Badminton										R/E	R/E	R/E	R/E
Cross-Country										I	R/E	R/E	R/E
Fencing										I/R	R/E	R/E	R/E
Golf										I/R	R/E	R/E	R/E
Pickleball										R/E	R/E	R/E	R/E
Racquetball										I/R	R/E	R/E	R/E
Tennis										R/E	R/E	R/E	R/E
Track and Field										I/R	R/E	R/E	R/E
Weight Training										I/R	R/E	R/E	R/E
Team:													
Basketball										R/E	R/E	R/E	R/E

STRAND: Sports Skills
(continued)

KEY
I = Introduce
R = Refine/Review
E = Expand
0 = Optional

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Field Hockey										I/R	R/E	R/E	R/E
Soccer										R/E	R/E	R/E	R/E
Softball										R/E	R/E	R/E	R/E
Speedball										R/E	R/E	R/E	R/E
Volleyball										R/E	R/E	R/E	R/E
Croquet										0	0	0	0
Pool (Billiards)										0	0	0	0
Self Defense (Martial Arts)										0	0	0	0
Alternative Dual/Team													
Flickerball										0	0	0	0
Floor Hockey										0	0	0	0
Handball										0	0	0	0
Hocker										0	0	0	0
La Crosse										0	0	0	0
Paddle Tennis										0	0	0	0
Rugby										0	0	0	0
Speedball/ Speed-a-way										0	0	0	0
Soft Tennis										0	0	0	0
Team Handball										0	0	0	0
Walley Ball										0	0	0	0

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IPS/637/85